

ROYAL NORMAL COLLEGE

AND

ACADEMY OF MUSIC FOR THE BLIND.

Opened March 1st, 1872.

REPORT FOR THE YEAR 1887

Patron.

HER MOST GRACIOUS MAJESTY THE QUEEN.

Vice-Patrons.

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Office.

AT THE COLLEGE, WESTOW STREET, UPPER NORWOOD, S.E.
1887.

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HAZELL, WATSON, AND VINEY, LIMITED,
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PRESIDENT.

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ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND,
 Westow Street, Upper Norwood, S.E.

LECTURERS.

Geology—Prof. J. W. JUDD, F.R.S. (occasional Lectures).

Science and History of Music:

Rev. Sir FRED. A. GORE OUSELEY,	|	W. H. CUMMINGS, Esq.
Bart., M.A.		H. C. BANISTER, Esq.

Miscellaneous Lectures—Mrs. HENRY FAWCETT.

Natural History—Rev. J. G. WOOD, M.A.

English Literature and English Men of Letters—Rev. JOHN PRESLAND
and E. MANSON, Esq.

Constitutional History of England—J. R. BROOKE, Esq.

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		ANTON HARTVIGSON, Esq.
		H. C. BANISTER, Esq.
		F. SMITHER, Esq.

Organ—E. J. HOPKINS, Esq., Mus. Doc.

Singing	{	W. H. CUMMINGS, Esq.
		W. L. WHITNEY, Esq. (Summer Term).
		Miss WOODFORD (Autumn Term).

Harmony, Counterpoint, and Composition.—H. C. BANISTER, Esq.

French—Mons. A. ESCLANGON.

Pianoforte Tuning	{	Examiner A. J. HOPKINS, Esq.
		Assistant Examiner—C. IRVINE, Esq.

Resident.

Miss M. A. L. BELL.	|	Miss M. F. LEAVITT.
Mrs. F. J. CAMPBELL.		Miss L. O'BRIEN.
Miss H. V. COCHRANE.		Miss M. H. TAYLOR.
Miss M. HOWARD (Summer Term).		Mr. E. E. ALLEN.
Miss B. E. K. REYNOLDS (Autumn Term).		Mr. G. M. CAMPBELL.

Music:

Miss AMELIA CAMPBELL.		Mr. ALFRED HOLLINS.
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Pupil Teachers.

Piano:

Miss MABEL DAVIS.		Miss MARY A. LONGHURST.
Miss EDITH DODD.		Miss EMMA LUCAS.
Miss MARIAN HYDE.		Miss LAURA STRICKLAND.
Miss JESSIE D. JOYCE.		Miss MINNIE WILLEY.

Singing:

Mr. HARRY S. TURNER.		Mr. THOMAS WHITE.
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Music Readers:

Miss HELEN LAWSON and Mr. W. A. DAWE.

Pianoforte Tuning:

Mr. J. YOUNG.		Mr. WM. LUTHER STOVER.
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Mr. JAMES FIELD.

Matrons:

Miss ELIZA PROCTOR (College).		Mrs. W. L. STOVER (Preparatory School).
Assistant Matron—Miss HAMLYN.		

Steward—Mr. J. PULLEY.

PRINCIPAL.

FRANCIS J. CAMPBELL, Esq, LL.D., F.R.G.S.

LADY SUPERINTENDENT

Mrs. F. J. CAMPBELL.

PHYSICAL TRAINING.

Gymnastic Director—Mr. G. M. CAMPBELL.

Teachers—Misses COCHRANE, O'BRIEN, REYNOLDS.
Mr. ALLEN.

Leaders—Girls' Gymnasium.

Seniors

Miss LOUISA BURR.
Miss ALICE DAVIS.
Miss LOUISA HOLDEN.

Miss ELIZA HONEYBELL.
Miss ALICE NOEL.
Miss LOUISA PERCIVAL.

Miss ISOBEL TOWNSEND.

Juniors :

Miss EMILY BLOOMFIELD.
Miss ANNIE CORNWALL.

Miss MAGGIE MACE.
Miss LILIAN SHAW.

Miss NELLIE L. SMITH.

Leaders—Boys' Gymnasium.

Seniors :

ALFRED FOOTH.
JOSHUA BRAND.
WILLIAM DAWE.
CHARLES HANCOX.

JOHN MURPHY.
CHARLES FREEDY.
ARTHUR SMOOTHY.
HARRY S. TURNER.

Juniors :

ALFRED CARR.
STANLEY DAVIES.
THOMAS MAY.

ALFRED NEWMAN.
EDWIN PLUMRIDGE.
ERNEST REED.

Skating :

Director—Mr. LEWCOCK,

Assisted by all the Resident Teachers.

Swimming :

College.

Girls—Miss REYNOLDS.

Boys—Mr. ALLEN.

Preparatory School—Mr. H. COOPER.

Rowing :

Mr. J. PULLEY.

Cycling :

All of our Resident Teachers, ladies and gentlemen, take an active part in this exercise, but H. COOPER, gives special time and attention to it.

LOCAL COMMITTEES OF THE COLLEGE.

DUNDEE.

Chairman—

Vice-Chairman—PROVOST COX.

Hon. Treasurer—ROBERT MCGAVEN, Esq., of Dalumbie.

Hon. Secretary—JAMES PATERSON, Esq., 15, Ward Road.

EDINBURGH.

Chairman—

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Contributions will be thankfully received by the Treasurers and Hon. Secretaries of the above Committees, to assist eligible blind youths from their respective localities, to obtain an education at the College.

REPORT.

THE Executive Committee, in presenting their Report of the work done in the fifteenth year since the foundation of the College, are thankful to be able to mark continued progress. The higher education and training of the Blind is still in its novitiate. Much has been effected during the last twenty or thirty years, both in England and in other countries, but much still remains to be done.

The future employment of the Pupils is the question which is ever present to the Committee, and the necessary training for this induces them to be continually alive to improved methods, both mental and physical. The latter, as will have been observed in previous Reports, has always occupied a prominent place in the Committee's plans. Physical training has of late years come to be recognised as most essential in the education of all classes. More especially is this need felt in the training of the blind; or rather, it should be said the means of meeting this need are more especially recognised in the education of the blind.

During the past year the Committee have been able to give unusual practical attention to this point; for, as was announced in the last Report, the division of the National Fawcett Memorial Fund had at length been made, and a sum of £1,682 16s. 5d. allotted to the College. This sum it was intended, if possible, to double by an appeal to the public, and to devote the whole amount to enlarged playgrounds and means of physical exercise. This the Committee are glad to be able to say has now been accomplished, and they must take this opportunity of thanking those who gave themselves to the work of collecting, and enabled the

Physical
Training.

Fawcett
Play-
grounds.

Committee to place Sixteen Hundred Pounds to their credit, without any of the too common deductions for advertising, etc. It must also be noted that contributions came in from all quarters and all classes—from Ireland, Scotland, India, and the Colonies—testifying to the respect in which Professor Fawcett's memory is held and appreciation of the objects of the College. It can only be regretted that the land for these playgrounds was not acquired a few years sooner, before a slice out of it had been otherwise disposed of. This separates the grounds into two parts, but is, after all, rather an eyesore than a practical disadvantage. As the money came in the works went on, and now they are nearly complete. Playgrounds, with turf for dry days and asphalted walks for wet weather, have been laid out and planted. The Girls' Gymnasium has been moved from its former unsightly position, enlarged, refitted, and laid with a marble-surfaced skating floor.

A list of contributions to the Fawcett Playgrounds will be found on page 69. But we have also to express our very grateful thanks to the following firms for very valuable gifts:—

Messrs. A. C. W. Hobman & Co., and Mr. Wm. Poole, for many extra details carried out without extra charge.

Messrs. Searle & Sons, Lambeth, and Messrs. T. G. Tagg & Son, East Molesey, for two handsome and serviceable boats, specially built for the College.

The Rudge Cycle Company, Limited, and

Messrs. Hillman, Herbert & Cooper, Limited,

Mr. George Spencer,

Messrs. Wyckoff, Scamans & Benedict,

Mr. T. Davison (The American Writing Machine Co.),

Messrs. T. & W. Aldridge.

The Boys' Gymnasium and the old Parade Ground have
 Skating-rinks, both been made available as skating-rinks. The flooring

of the latter was in a very bad state, so that it could not be used in wet weather. The two last do not belong to the new Fawcett Playgrounds, and the expense has been met partly by Dr. Armitage, who founded the Boys' Gymnasium, and partly from a legacy of £600 which is on its way, but which, by an unfortunate legal delay, has not reached us in time to appear in the accounts for 1887.

Fuller particulars of the use to be made of the skating rinks above noticed will be found at page 34 of the Principal's Report. And it need only here be added that the Committee feel quite confident that their ever-thoughtful Principal, who, from being blind himself, so fully realises the wants of his pupils, was quite right when he urged upon them to make these rinks. The gymnasia themselves which have now been in use for some years of course do a great deal in developing the muscles, etc., and the Swedish system of exercises is also very useful in this respect. But these hardly come under the head of recreation, and this we hope the skating will supply. By means of the additional space now acquired the pupils are able to indulge better than formerly in another healthy exercise, viz., tricycling. All this, we trust, our friends will come and see for themselves in the course of the Spring and Summer, when it is Garden-parties. hoped to repeat the experiment of last year, and invite our friends to garden parties on Saturday afternoons. We were favoured in 1887 with exceptionally fine weather, which enabled many hundreds of visitors to see for themselves our system of training in a manner which we trust was most enjoyable to themselves. At the first (our only wet day) we had the pleasure of receiving the Chairman of the London School Board and some 320 of the teachers, to many of whom the five former pupils who are now teachers of the blind under the School Board acted as cicerones.

Annual
Meeting.

We have, however, a little anticipated our annual meeting, which, by the unvarying kindness of our President, the Duke of Westminster, was held in the Rubens' Room at Grosvenor House on March 29th. H.R.H. The Princess Frederica honoured us by her presence; and we had also the pleasure of welcoming many distinguished members of the musical profession, including Madame Schumann, Miss Fanny Davies, M. Carl Rosa, and Sir George Macfarren, together with several directors of the Philharmonic and other musical societies. In the first place a short and select musical performance was given, including Psalm ii., double quartette and double choir (Mendelssohn); Trio in B flat, Op. 97, pianoforte, violin, and violoncello (Beethoven), Mr. Hollins, Drs. Joachim and Hansmann. The President then took the chair, and after a brief statement by the Principal, delivered an address, and the following ladies and gentlemen afterwards spoke, viz., The Right Hon. A. J. Mundella, Lord Stalbridge, Mrs. Henry Fawcett, Mr. N. Brudenell Carter, Dr. Joachim, Dr. Hueffer, Mr. Henry Leslie, Mr. Banister, Mr. Cummings, Mr. Frits Hartvigson.

Prize
Festival.

July 8th brought our season to a close with the annual prize festival, when H.R.H. The Crown Princess of Germany was graciously pleased to give away the prizes. Sir Lyon Playfair presided and gave an address, being followed by His Excellency the American Minister; while a vote of thanks to Her Imperial Highness was moved by Dr. T. R. Armitage, and seconded by Mr. F. D. Mocatta.

Guild.

Before, however, the pupils separated for the vacation, a very important meeting took place at the College. The Committee naturally felt that a college, which not only is honoured by having the Queen as its patron, but which has received so much personal encouragement from Her Majesty, ought in some way to mark the year of her Jubilee. It

was therefore determined that the year 1887 should witness the inauguration of a scheme which Drs. Armitage and Campbell had long had in their minds, viz, the formation of a Guild of past pupils of the College, for the purpose of mutual aid, especially in their first entry into life. Accordingly in the last weeks of July as many as possible of the ex-pupils were invited to the College, and on the 29th the friends of the College assembled to welcome back their old friends, and to take part in a musical entertainment given by old and present pupils combined. A business meeting was afterwards held, when the Guild was formally inaugurated, and the day concluded with the lighting of an enormous bonfire.

Before the usual summer vacation the pupils, both past and present, together with their friends, enjoyed a very happy day at Margate. All the arrangements were made, and a special train provided by the liberality of Mr. John M. Cook, to whom the College is already so much indebted for many thoughtful acts of kindness.

Margate.

The 27th December found pupils, teachers, professors, committee, and their friends once more assembled round the Christmas-tree, the gift, as in previous years, of His Grace the Archbishop of Canterbury, much more like Christmas-time than ever this year, being placed in the centre of the Boys' Gymnasium, and round it glided boys and girls on roller skates. Thanks are due also to the friends who so kindly contributed to the pleasure of our pupils on this occasion.

Christmas Tree.

In the above paragraphs the events of the year have been briefly noted. The Principal's Report will give fuller details. But the cordial invitation of the Committee is, "Come and see for yourselves what is being done." Dr. and Mrs. Campbell are never weary of showing what is, and what can be done to educate the blind. To them are due the hearty thanks of the Committee for their constant care for every

Conclusion

branch of the College work. The Committee are also delighted to record that they are well seconded in every department, and they tender to professors, teachers, matrons, and, in short, to the whole staff—indoor and outdoor—their acknowledgment of good work thoroughly, cheerfully, and heartily performed.

The Committee feel much gratitude for the encouragement given to the Pupils in the form of prizes: to Mademoiselle Decca for a gold medal, special singing prize; to Mrs. Wm. Auchincloss Arrol for an annual teaching prize; to Dr. Armitage for prizes; to the Professors and Teachers for prizes in their various departments; to A. J. Hipkins for tuning prizes; to the British and Foreign Blind Association for liberal grants of embossed books; to the Trustees of Dr. Williams' Library for valuable grants of books in ordinary type; also to all the ladies and gentlemen who have given so many instructive lectures to the pupils. To Madame Bergman Österberg for instructing the teachers in Ling's Gymnastics. Thanks are due to Mr. August Manns for conducting the Musical Examinations; to Mr. J. Rice Byrne for a thorough inspection of the Educational Departments; and to Mr. A. J. Hipkins for conducting the examination of the Technical Department.

The best thanks of the Committee are due to Messrs. Thos. Cook & Son, and to the following Companies and other Railways with which they are connected; the London, Chatham, and Dover, the London, Brighton, and South Coast, the North Western, the Midland, the Great Northern, the Great Western, and the Scottish Railways, not only for substantial favours conferred, but for the kindness and attention of their officials to the pupils; to Messrs. Broadwood & Co., for continued liberality and practical assistance of great value to our work; to Messrs. Rylands & Co., Messrs. Thos. Tapping & Co., for the assistance they have libe-

rally continued to render. We cannot conclude our Report without recording our thanks to the Cottage Hospital, Upper Norwood, and the London Fever Hospital, Islington, for very great kindness to our pupils when ill, and above all, to Dr. Henry Hetley for his constant and unremitting care of every case of illness in the College.

PRINCIPAL'S REPORT.

WE acknowledge with profound gratitude our escape from contagious diseases during the year. Scarlet fever, measles, and whooping-cough have been prevalent, and some public schools have had serious epidemics. At different times during the year we have had two cases of scarlet fever, but by prompt action, immediate isolation, and careful disinfecting, we did not have a second case on either occasion. Much is undoubtedly due to our general sanitary arrangements, and the daily attention given to the health and well-being of our pupils, but especially to the watchful care of Dr. Henry Hetley, our Hon. Medical Officer.

ORGANISATION.

The Royal Normal College embraces two Preparatory Schools (girls and boys), two Grammar and High Schools (girls and boys), and a Technical School especially for young men, but

also affording preparatory technical training to the pupils of the other schools. The Academy of Music forms a common bond of union ; all to a greater or less extent enjoy its opportunities and privileges, while the instruction afforded the professional pupils is equal to the instruction given the seeing in the best conservatories in England or on the continent. The College is an assemblage of five distinct schools ; the pupils of these schools occupy separate buildings situated in different parts of the grounds, with arrangements, rules, and regulations suited to their different ages and requirements.

The course of instruction includes the following departments :—

1. Physical Education, including Gymnastics (Swedish, German, and American), Military Drill, Swimming, Skating, Rowing, Cycling, and other sports.
2. General Education, including Kindergarten, Modelling, and a Normal Class for training School Teachers.
3. The Science and Practice of Music, including the Training of Music Teachers, Pianists, Organists, Choir-masters, and Vocalists.
4. Technical Education, including Mechanical Training and Pianoforte Tuning.

In each department the instruction is directed to the practical end of preparing the blind for self-maintenance.

STATEMENT OF PUPILS.

Our number of pupils varied during the year, as several left at irregular times in order to avail themselves of appointments. The highest number was 170, and we closed the year with 162.

Since the publication of our last Report fourteen pupils have obtained their certificates.

LILY BELL (G. S.), Teacher of English branches, French and Kindergarten, employed at the College.

HANNAH HAWES (G. S.), Teacher of Music, employed at School for the Blind, Swansea.

LUCY O'BRIEN (G. S.), Teacher of English branches, Kindergarten, Knitting, and Gymnastics, employed at the College.

EDITH HALLER (G. S.), Teacher of English branches, French and Music, somewhat out of health, at present resides with her parents.

AMELIA CAMPBELL completed advanced course. Vocalist, Teacher of Singing, Pianoforte, Harmony and French, employed partly at the College, partly in giving private instruction.

RICHARD WITTICK (G. S.), Music and Pianoforte Tuning, employed at School for the Blind, Southsea.

GEORGE FOUNTAIN (G. S.), Pianoforte Tuner, employed in a pianoforte shop, London.

ALFRED HOLLINS, Soloist (Piano and Organ), Teacher of Pianoforte, Organ, Harmony and Composition, employed at the College, has private pupils, a first-class Organ Appointment, and takes Concert Engagements.

PHILIP LAYTON (G. S.), Organist and Pianoforte Tuner, well established in Montreal, Canada.

GEORGE PERRY (G. S.) and EDWIN E. VICKERS are working energetically to form private connections, but as yet have not had time to establish themselves.

REGINALD THOMAS WRIGHT (G. S.), and JOHN KREAMER have just left the College.

JOHN WHITESIDE (G. S.). As yet this young man is not doing anything, but this is due neither to the want of training or ability, but to special circumstances.

GARDNER TRUSTEES.

The system of Scholarships established by the Gardner Trustees in connection with the College, is showing from

year to year increasing practical results. Of the fourteen pupils who gained certificates last year ten were "Gardner Scholars," of whom six are already well employed, making a total of thirty-six "Gardner Scholars" now established in business. Of the thirty-six, nine are employed as teachers in schools for the blind, or teaching blind children in Board schools, and thus the benefit to the blind derived from the Scholarships extends far beyond the individuals who gained them. (The results from this branch of our work will increase, as we now have a special "Normal Class" for training teachers of the blind). Even those who are not trained as teachers go forth with the idea that they are to labour for the elevation of their class by word and example. This growing influence will be felt by the blind even beyond the limits of the United Kingdom, for Gardner Scholars are already established in the Colonies and the United States. The number of these independent blind workers will rapidly increase from year to year, and this growing band of "Gardner Scholars" will become a living national monument to the memory of the late Henry Gardner.

Intending candidates should apply, without delay, to Henry J. Wilson, Esq., Secretary of the Gardner Trust, 1, Poet's Corner, Westminster, that their cases may be considered when vacancies occur. Those who wish to prepare for the examination are recommended to communicate with the Principal. Candidates for the College should read and write Braille with facility and correctness, and be well-grounded in Arithmetic, English Grammar, and Geography; these subjects are essential, but credit will be given for practical knowledge in other subjects. In regard to requirements for young children for the Primary School, and applicants for the Technical School, it is impossible to fix hard and fast rules, the arrangements must be elastic.

The following tabulated statement gives the names of "Gardner Scholars" now under instruction:—

PREPARATORY SCHOOL.

GIRLS.

Barracough, Amy, Leeds School for the Blind.
Brown, Phoebe Annie.
Dearne, Louisa Mary, School for the Blind, Southsea.
James, Adeline Frampton, London School Board.
Laker, Isabella, London School Board.
Mekklejon, Alice May, London School Board.
Morison, Edith Emily, London School Board.
Mullins, Helena Rose.
Pitt, Annie, London School Board.

Boys.

Bryon, Edward F., London School Board.
Cleverley, William George, St. John's Wood School.
Cook, George William.
Doggett, Henry Ernest.
Goodwin, Charles Robert, London School Board.
Hilton, Benjamin, Bradford School Board.
Jarvis, Charles, London School Board.
Perry, Arthur.
Reynolds, Frederick. [Board.
Rowe, Frederick Edwin, London School
Sharp, William John.
Tucker, Thomas.
Watling, Horace Frank.

COLLEGE.

GIRLS.

Atkins, Lizzie Emma, Indigent Blind Visiting Society and London School Board.
Bartlett, Alice Rose, London School Board.
Bloomfield, Emily Foster.
Bull, Mary.
Burr, Louisa Mary.
Bryan, Julia, London School Board.
Cornwall, Annie Elizabeth, London School Board.
Davis, Alice, London School Board.
Davis, Constance Mariau.
Davis, Hannah Mabel.
Deasrley, Edith Osborne, London School Board.
Delph, Harriet, Brighton Institution for the Blind.
Dodd, Edith, Brighton Institution for the Blind.
Findall, Caroline Louisa, London School Board.
Haigh, Edith, Home Teaching Society, Huddersfield.
Haller, Alice Maud.
Harper, Mary, London School Board.
Hawk, Florence Mary, London School Board.
Hecley, Alice, Home Teaching Society, Huddersfield.
Holden, Louisa, Midland Institution for the Blind, Nottingham.
Honeytell, Eliza Ann, London School Board.
Hughes, Elizabeth Ann, Bangor Home Teaching Society.

Hyde, Mary Anne.
Joyce, Jessie Dorn, St. John's Wood School.
Longhurst, Mary Annie.
Lucas, Emily Maud.
Mace, Margaret Elen, Leeds School for the Blind.
Mallett, Maud Beatrice Annie.
Marston, Louisa, St. John's Wood School.
Noel, Alice, Institution for the Blind, Brighton.
Norris, Catherine, London School Board.
Page, Mary Annie, London School Board.
Patterson, Margaret Mary, London School Board.
Pritchard, Edith Blanche, London School Board.
Percival, Louisa Ann, London School Board.
Sawyer, Mary Lawrence.
Shaw, Lillian Mary.
Smith, Ada, Leeds School for the Blind.
Smith, Nellie Louise, London School Board.
Smithbone, Louisa Jane, St. John's Wood School.
Strickland, Laura, London School Board.
Townsend, Isobel.
Whitehouse, Mary Jane, Royal Victoria Institution for the Blind, Newcastle.
Wiley, Ellen Eliza, London School Board.
Wiley, Minnie, St. John's Wood School.
Williams, Annie.
Wilson, Eleanor Jane, Leeds School for the Blind.

Boys.

Alexander, Henry George, London School Board.
Amos, James, London School Board.
Baxter, James, Rochdale Home Teaching Society.
Booth, Alfred.
Brian, Charles Edward, London School Board and Home for Blind Children, Kilburn.

Broadhead, Joseph, Wilberforce School for the Blind, York.
Brown, Charles Gregory.
Budden, Henry James, London School Board.
Cawood, Joshua, Leeds School for the Blind.
Cobern, Louis Frederick, London School Board.

Davies, Frederick Stanley.
 Dunn, Walter James.
 Evans, Henry, Cornwallis Street School
 for the Blind, Liverpool.
 Flynn, James John.
 Garrett, Henry, Bath Institution for the
 Blind.
 Gill, John, London School Board.
 Green, Albert Thomas, London School
 Board.
 Greenwood, Harry, Midland Institution
 for the Blind, Nottingham.
 Haller, George Dennis.
 Hart, John.
 Hobbs, Frederick, London School Board.
 Kuyper, John, London School Board.
 Lander, Augustine.
 Lovell, Herbert C. J., Institution for the
 Blind, Brighton.

May, Thomas Alexander, London School
 Board.
 Newman, William, London School Board.
 Newman, Alfred Charles, London School
 Board.
 Plunrldge, Edwin.
 Potter, Arthur George.
 Reed, Ernest Medhurst.
 Robinson, Arthur, London School Board.
 Smith, James Edward, London School
 Board.
 Snell, Walter Henry.
 Stokes, Alfred John, Institution for the
 Blind, Edgbaston.
 Stuck, Arnold, London School Board.
 Thompson, Charles Henry.
 Thorburn, James Whitfield, Sheffield
 School for the Blind.
 Turner, Harry Sandford, Henshaw's In-
 stitution for the Blind, Manchester.
 Warrilow, Herbert.

TECHNICAL SCHOOL.

Adshad, John, Victoria Asylum for the
 Blind, Newcastle-on-Tyne.
 Ashford, Herbert Edward, St. John's Wood
 School.
 Badcock, William, London School Board.
 Hancock, Charles, School for the Blind,
 Edgbaston.
 Helliwell, Charles, Institution for the
 Blind, Sheffield.
 Jackson, Thomas James, School for the
 Blind, Newcastle-on-Tyne.
 Jankinon, Beresford John H., Bristol
 School for the Blind.

Matheson, Alexander, Home for Blind
 Children, Kilburn.
 Norris, Henry John, School for the Blind,
 Exeter.
 Richmond, Samuel, Midland Institution
 for the Blind, Nottingham.
 Smooty, Arthur Henry.
 Taylor, Henry, School for the Blind, Corn-
 wallis Street, Liverpool.
 White, Thomas, Institution for the Blind,
 Edgbaston.
 Willy, Frederick William.
 Wilson, Clarence Peel, London School
 Board.

SCHOOL DEPARTMENT.

Very little change has taken place in the working of the Educational Department since our last Report; for details we refer our readers to extracts in the Appendix. By the liberality of Wyckoff, Seamans, & Benedict, who have given the College (in connection with the Fawcett Memorial) two of their modern Remington type-writers for writing upper and lower case and of Mr. T. Davison, who has given two of his very convenient Caligraphs for writing capitals, we shall now be able to test the possibility of getting employment for the blind as skilful writers.

The Normal Class for school-teachers established recently must be specially mentioned; a number of our pupils have energetically taken up the work, and the instruction is given by our best and most experienced teachers. We are giving them special training in the art of teaching, and by liberal

culture, preparing them to exert a refining influence wherever they may find employment. We now have several who can be highly recommended as first-class teachers.

We ask special attention to the following :

REPORT OF THE REV. J. RICE BYRNE,

One of Her Majesty's Inspectors of Schools.

“At the request of Dr. Campbell, I have spent several hours this day in attending classes at the Normal College for the Blind on no less than fourteen different subjects, or branches of subjects, with the view of observing the methods of instruction in use, and estimating the results, so far as it was possible to do so in the time, from the scholars' answers.

“A class in French, which was being held, in the ordinary teacher's absence, by Mr. Campbell, junior, gave me an opportunity of remarking on the readiness with which the blind pupils had caught and were faithfully reproducing the excellent pronunciation of the language which had been taught them. Two classes in Kinder-Garten—the one for quite young children, the other for young women, all of whom were in training for the teaching profession—were conducted by a lady who, in knowledge of her subject, and skill and thoroughness in imparting her knowledge, surpasses any teacher of Kinder-Garten it has ever been my fortune to meet in a quarter of a century and more of acquaintance with elementary schools. The little ones handled the wires, which served to represent geometrical figures, or went on with their paper-folding with a confidence and rapidity which were truly astonishing. The Normal Class gave me a short history of the system, with an explanation in detail of the meanings and uses of the several “Gifts.” Another Normal Class, of boys and young men, was especially interesting. The subject was Science or General Information, and



the particular lesson was on Glaciers, their Formation, and their Consequences in the form of Glacial Deposits. It was evident that the students were all brimful of information on this special point, and were ready to reproduce what they had learnt coherently and with intelligence in answer to questions, and it was remarkable how, when the subject was changed to some branch of Physics, and again to Animal Physiology, they seemed equally at home and able to pour out an abundance of knowledge—not by rote, nothing is by rote here, but—in perfect grammatical form; yet all to the purpose, and with that delight in the subject which is always so grateful to the teacher. A lesson in Mediæval History, and two lessons in Geography, in the course of which, as we travelled from place to place, I could see how well acquainted they were with the products of the different countries, brought me to a lesson which, as on the first of the three elementary subjects—on Reading—had for me a peculiar interest. It was a class of young women who were under training with a view of becoming teachers. These students are taken through a systematic course of lessons on the entire series of Nelson Readers. They are good readers, therefore the object was not to teach the art of reading, but to show them how the simplest elementary reading lesson should be handled when instructing young children. When we entered the room the class were having a lesson from Nelson's Third Royal Reader, on 'Raleigh and his Two Plants,' etc., the potato and the tobacco plant, and the skill with which the reading-lesson and the object-lesson were combined, and the words of the book were illustrated to the touch by actual potatoes and samples of tobacco of various kinds, elicited my warmest admiration. I pass on to a short lesson on Shakespeare; to a 'Breathing lesson,' or exercises for the voice, intended as supplementary to the regular instruction in singing, but conducive also to the improvement

of the articulation generally and to the strengthening of the lungs; to 'the preparatory technical shop,' where little boys are taught the use of carpenters' tools; to the swimming-bath, where every student is required to take a dip every morning, and some of them were undergoing their instruction in swimming; to the Armitage Gymnasium and the Faweett Gymnasium and Skating Rink, where boys and girls respectively are taught to combine recreation with physical self-improvement, and I have mentioned sufficient to show that I have grounds on which to base an opinion on the Normal College as a place of Education without an examination of the students individually.

I remark:—

- 1.—The strictly scientific character of the methods of instruction in use. Nothing is done haphazard or "by rule of thumb," but in accordance with principles which have only to be stated in order to be approved.
- 2.—The intelligence with which the methods are applied. Mechanical modes of instruction, which are supposed (though without reason) to be unavoidable in schools under regular Government inspection in order to meet the requirements of Government examinations, are here unknown.
- 3.—Learning is made to be so pleasant; which is to found it on the exact opposite of that "greatest misery principle" on which all education, secular as well as religious, is understood to have been founded until very recent days.

The College has increased very considerably since last it fell to my lot to report upon it several years ago. The teaching staff is more than adequate to the number of students, of both sexes, and is in a high state of efficiency. There is a Normal Class of students who are under training

for the profession of elementary school teachers, and a Practising School on the premises, in which they "may learn the practical exercise of their profession." (Art. 116. New Code of Education.) In other words, all but a very few of the conditions are fulfilled, on the fulfilment of which any institution of this description would at once be recognised as a Training College in the official sense.

J. RICE BYRNE,

H.M. Inspector of Schools.

Feb. 25th, 1888.

LECTURES.

Our interesting and instructive lectures are enjoyed by all the pupils, but are especially useful to the teaching-class. During the past year we have had lectures on Shakespeare and his Plays, Geology, Natural History, Constitutional History of England, and two distinct courses on English Literature, besides a number of miscellaneous lectures by Mrs. Fawcett, Miss Hughes, Dr. Armitage, Major C. C. FitzRoy, Sir John Bennett, Rev. J. P. Wilson, Rev. J. Moerau, W. R. S. Ralston, Esq., and others. Our thanks are specially due to the Rev. J. Preslaud, who for several years has continued his lectures and readings about once a fortnight, to Edward Manson, Esq., for weekly lectures, to the Rev. J. G. Wood, M.A. for lectures on Natural History, to J. R. Brocke, Esq., for a special course of lectures on Constitutional History, and to Prof. Judd for occasional lectures.

In connection with the musical department, Mr. H. C. Banister continues his invaluable lectures on musical analysis and kindred subjects. We have great pleasure in calling attention to a volume of these lectures published by Messrs. G. Bell & Son. A few words from the preface may help to dissipate the erroneous ideas of some, who only think of the

blind as learning music by ear as an amusement for the "poor helpless creatures":—

"It has been my custom for some years past, in my capacity as Professor of Harmony, Counterpoint, and Composition at the Royal Normal College, to give lectures upon the structure of Musical Compositions, illustrated upon the pianoforte. In the case of the specially circumstanced audience of young people whom I had the pleasure of addressing, I had some misgiving as to my power of making the subject clear and interesting to those who could not scan the works analysed or trace in the copy the course of the exposition offered; although the training in the College includes frequent performances in their hearing of the entire *répertoire* of the finest pianoforte music, with brief explanations. The interest awakened by the first lecture was evinced unmistakably, both at the time and afterwards, throughout the College, by conversation and discussion. That interest has never flagged, which has testified to the charm of the subject and to the excellent mental training which the pupils receive in the admirable Institution in which they are educated."

"Let these familiar papers be accepted as a sample of the kind of work which is being carried on in the Institution; and further, of the kind of helpful work which, without any great pretension, any friendly teacher may carry on with willing pupils."

Nearly all of the leading papers reviewed the book; two or three sentences from our best musical writers will be sufficient to show the character of these lectures:—

"It is beyond comparison the best book on the subject in our language, and it is almost impossible to speak of it as a whole, more highly than it deserves."—*Athenæum*, July 30, 1887.

"These lectures should find a place in the library of every musical student."—*Musical World*, July 7, 1887.

"This latest work by Mr. Banister is the outcome of certain lectures to—or 'talks' with—the students at the Royal Normal College for the

Blind, Norwood. The reading of the book has afforded us unmixed pleasure, and the 458 musical illustrations furnish ample opportunity of verifying the statements so lucidly made in the text."—*Musical Standard*, July 16, 1887.

MUSICAL DEPARTMENT.

Our able corps of professors remains nearly the same as last year; their zealous devotion to the work in their own departments, has only been equalled by their own hearty co-operation in promoting the highest interests of the Blind in all possible ways. Had it not been for the warm sympathy and personal support of my fellow-workers, strength and courage would often have failed.

We have increased the number of resident teachers. Additional pianos have been purchased, and as our four organs do not give sufficient practice, we have had five sets of organ pedals attached to pianos. This will enable our pupils not only to have much more practice on the pedals, but commit all their organ music at the pedal pianos, and have their entire time at the organ for actual practice. We now have four pipe organs, sixty pianos in the Music Department, and twenty-six pianos in the Pianoforte Tuning School. We have recently devised an inexpensive and convenient arrangement for holding "Braille" music while the pupil is sitting at the piano, as the ordinary music-desk, owing to its position, is useless.

Our solo performers have had more engagements, and have also been employed in trio and quartette parties. Their performances have given much satisfaction to those by whom they were employed. We are anxious to make this fact more widely known among ladies and gentlemen giving musical evenings, we confidently anticipate their services will be more and more required.

The most important advance which has been made during the year is in regard to church singing. Our pupils read so fluently that they are able to sing the hymns or chant the

psalms in church without committing the words to memory. If the hymn-book used is not already embossed, it is only necessary to have the hymns a short time in advance, they quickly write them out in "Braille," and thus become independent. As a number of singers have proved by practical success that they can, without difficulty, undertake church engagements, and as the voices of our singers are highly cultivated, we ask without hesitation that all who have such employment to give will communicate with us in regard to their requirements.

Mr. August Manns, the leader of the celebrated Crystal Palace Orchestra, spent a day examining the Musical Department, and we have great pleasure in calling attention to the following report:—

REPORT OF THE OFFICIAL MUSICAL EXAMINER FOR 1887.

WEDNESDAY, JULY 27, 1887.

The Programme for the Examination of the Musical Students of the *Royal Normal College and Academy of Music for the Blind* consisted of the following items:—

- 1.—Recitals by pupils of Mr. H. C. Banister's Pianoforte Class.
- 2.—Exercises in Harmony and Counterpoint.
- 3.—Recital by pupils of Dr. E. J. Hopkin's Organ Class.
- 4.—Recital by pupils of Mr. W. H. Cumming's Singing Class.
- 5.—Recital by pupils of Mr. Anton Hartvigson's Pianoforte Class.
- 6.—Recital by pupils of Mr. Frits Hartvigson's Pianoforte Class.

MR. BANISTER'S PIANOFORTE CLASS.

Fifteen pupils, all girls, the majority of whom are still within the tender years of childhood, were included in this class, with sixteen pieces of music by eleven composers.

It gives me pleasure to bear testimony to the judicious choice of music for these young students, and to the meritorious degree of correctness and general musical neatness with which they, with but few exceptions, were played. Steady progress can, under such careful teaching, not fail to reward the efforts of the master and his young pupils.

MR. BANISTER'S CLASS FOR HARMONY AND COUNTERPOINT.

The students had to supply a Four-part Harmony to a *Figured Bass*. Four of the exercises, transferred from the Braille system, in which they had been worked out, to that of the ordinary musical notation, were placed before me for inspection. They were all grammatically correct, and those of Miss Constance Davis and Miss Lily Bell were even prominently efficient in regard to the melodic flow of the three parts built up by them upon the figured bass.

COUNTERPOINT.

A "Canto Firmo" for exercises in *two-part Counterpoint*, "*3rd species*," and one for "*4th species*," were given to the students, who, however, from some cause or other did not produce worked-out exercises on paper; but some of them gave evidence, by their endeavours to invent at the piano the counter-part in accordance with the prescribed rules for the "*3rd species*," that they were not without knowledge and practice in this branch of musical science.

DR. E. J. HOPKIN'S ORGAN CLASS.

Nineteen pupils (fourteen male, and five female), with as many compositions by nine eminent composers for the organ, from J. S. Bach to Saint-Saëns, were inserted in the programme; it seems that a goodly number of the best-gifted musical students of the Normal College belong to this class. The playing of every one was distinguished to an almost surprising degree by general neatness in execution

and accuracy of pedalling, and especially so in the case of Augustine Lander, Charles Broan, Harry Turner, and John Whiteside, whose mastery over the complicated instrument appeared to be in every point of high merit.

RECITAL BY THE PUPILS OF MR. W. H. CUMMING'S CLASS FOR SINGING.

No less than twenty-six pupils (seventeen female and nine male) were inserted in the examination programme, with scenas, arias, and songs in various languages, and selections from Concone's Vocal Exercises.

Careful vocal training—namely, evenness of tone in the different registers, judicious breathing and correct pronunciation of the words—were evidenced by the majority of the students. What such a pure school is able to accomplish can be judged from the refined and thoroughly matured style of Vocalisation in which Miss Amelia Campbell and Miss Haunah Carson delivered the pretty little manuscript songs by their fellow students the Misses Joyce and Campbell.

RECITAL BY PUPILS OF MR. ANTON HARTVIGSON'S PIANOFORTE CLASS.

Seventeen pupils (eleven female and six male) were enumerated in the programme, with eighteen judiciously selected studies and pieces for the pianoforte.

Several of the students evinced a high average of an all-round developed technic, and even the youngest of them gave unmistakable evidence of a praiseworthy standard of teaching.

RECITAL BY PUPILS OF MR. FRITS HARTVIGSON'S PIANOFORTE CLASS.

Seven female and seven male students were enumerated in the programme, with twenty-four compositions for the pianoforte.

Musicians who have become acquainted with the special features of the teaching at Kullak's Pianoforte School in Berlin will easily trace the influence of that school in the playing of the pupils of this class, namely, a touch which enables the executant to produce a beautiful quality of tone in the various grades of "piano" and "forte," a marvellously even "legato," with a resonant tone in the *softest* bravura passages, as well as in those of the most passionate "fortissimo"; and above all, great rhythmical correctness and an accentuation which gives, so to say, speech to every melody and melodic phrase.

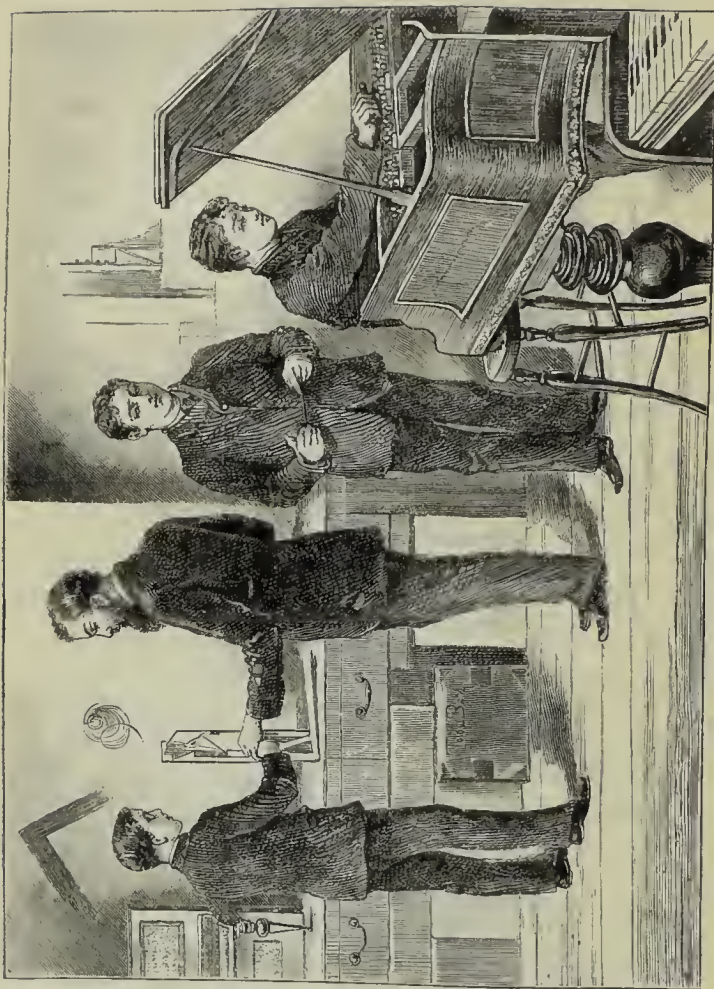
The results of such excellent teaching were on this occasion demonstrated by nearly every one of the pupils of this class, but most tellingly so by Mr. Alfred Hollins' truly remarkable rendering of Brahms' twenty-five variations on a melody by Handel, which was from the beginning to the end a masterly display of *pianistic-virtuosity, animated and guided by high-art maturity.*

My feelings prompted me to express my most unqualified admiration of Mr. Hollins' high artistic achievement to the rest of the students, and to point out that their endeavours to follow his example could not fail to be productive of results which would reward them, as well as the Founder and Director and the eminent Professors of the College, to whose abilities and zeal the happy results enumerated in this Report are so largely due.

AUGUST MANNS,
Musical Director of the Crystal Palace.

TECHNICAL TRAINING.

So much has already been written in regard to our Pianoforte Tuning School, we will only quote here the paragraph upon granting certificates to pianoforte-tuners.



“The College authorities have been fortunate in securing, as Examiner and Assistant Examiner, the invaluable services of Mr. A. J. Hipkins and Mr. Irvine, of Messrs. John Broadwood & Sons. In each year we have two preliminary examinations, in which Mr. Irvine not only inspects pianos tuned by the pupils, but sees each pupil at work, noting the manner of holding and managing the tuning-hammer and damper, testing them with all varieties of trichord pianos, including overstrung instruments. Each pupil is also required to show by actual performance his mechanical skill in making eyes, stringing, and ordinary light repairs, such as removing broken wrest-pins, repairing hammer-shafts, etc. The third and final examination is conducted by Mr. Hipkins. The work of each pupil is carefully marked with detailed criticism in regard to defects, and if the work falls below the required standard the certificates are withheld. The College authorities are determined to recommend only those students who are thoroughly qualified to do good work.”

PREPARATORY TECHNICAL TRAINING.

Our Technical Training for the boys of the Primary School, and certain older scholars who specially needed it, has been so beneficial, sometimes entirely changing the future prospects of the most awkward and helpless cases, we heartily commend a preparatory shop for technical training to workshops as well as institutions for the blind. We have introduced similar training for the girls, to which we have added the Swedish system of Slöjd.

The whole is under the management of Mr. J. Young, the master of the Technical Department; but several of our lady teachers are entering with great enthusiasm into the work with the view of giving needed assistance.

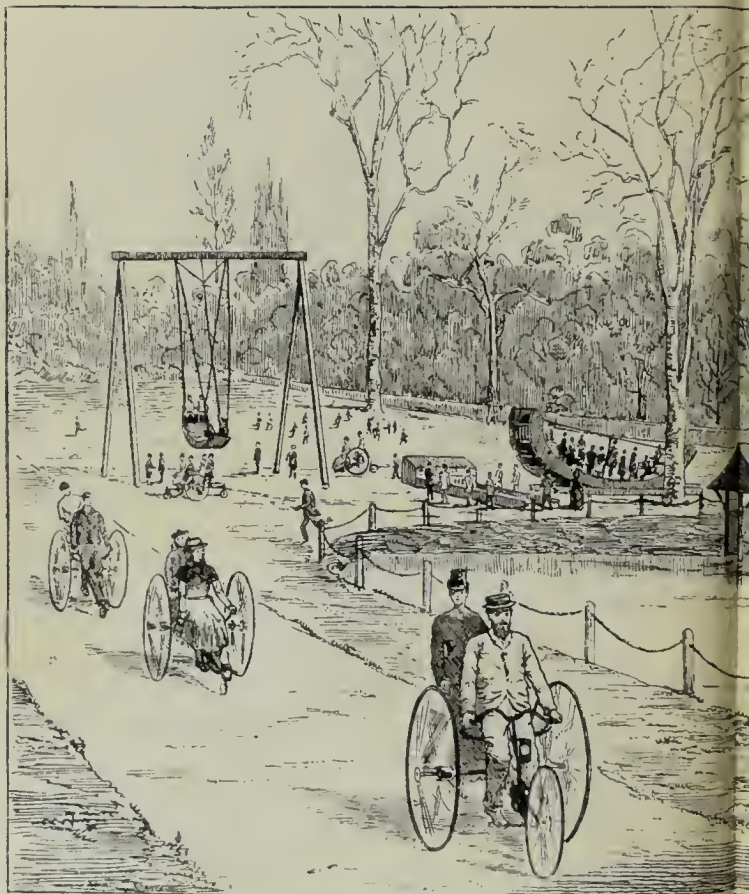
PHYSICAL TRAINING.

Since the opening of the College we have given special attention to Calisthenics, Gymnastics, and Military Drill, but Class-training, though absolutely essential, will never develop that spontaneous love of play observable among seeing boys and girls. It matters not whether they spin tops, roll hoops, race with the hare or follow with the hounds, revel in fives or rounders, scrimmage at football or play cricket, their careless gaiety and the unrestrained delight expressed in their eager shouts never fails to recall to the memory even of the grey-headed sire the sunny days of his youth. We have long sought for games and sports which will attract the blind with the same irresistible force. We have made a new departure, and the increasing vitality and irrepressibility of our pupils is very encouraging. The * "Fawcett Memorial Playgrounds, Gymnasium, and Rink" have supplied the link needed to give completeness to our plans. Each of the five schools into which the College is divided now has a separate playground, with specially adapted walks, rocking-boats, Rob-roys, tilts, swings, etc., so arranged as to be distinct and yet form a harmonious whole.

The cheerful readiness of our teachers, not only to join but lead in the games of even the youngest children, as though they were again boys and girls at school, has been a powerful factor in the effort to give new life and activity to our pupils.

GYMNASIUMS.—Elementary Gymnastic Instruction is given in small classes, but as soon as pupils have passed the preparatory stage, they are able to enter our large gymnastic classes, which exercise, the girls in the afternoon, the boys in

* See Committee's Report. (The official opening of the Fawcett memorial has been deferred until the spring.)



OUT-DOOR



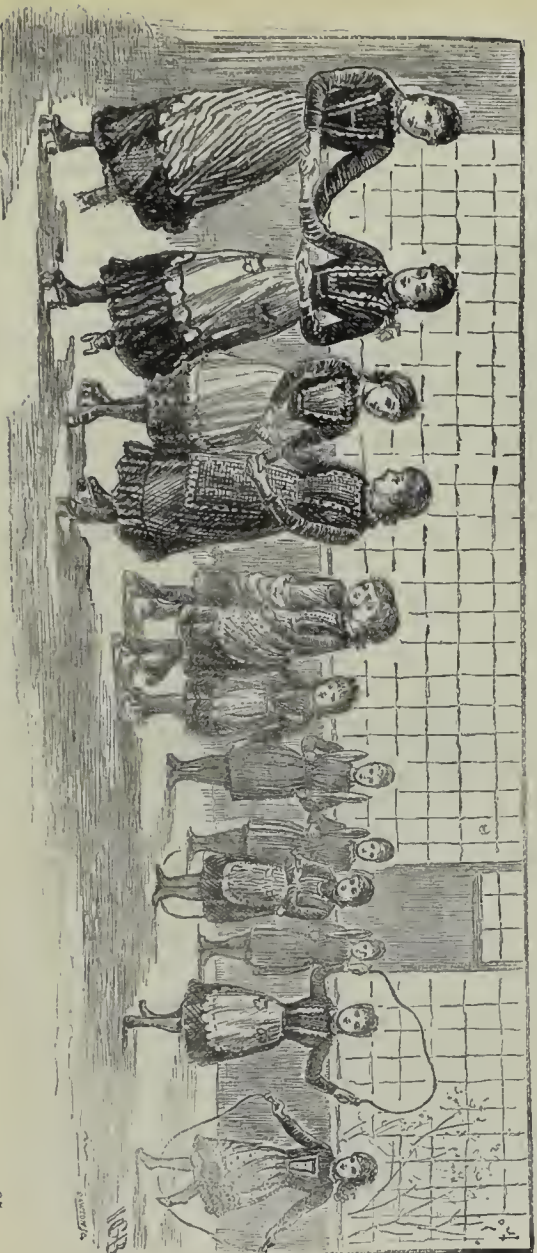
the evening. As in other gymnasiums, the Gymnastic Director divides these large classes into squads. Each squad has its own leader these leaders are prepared for their work by a special course of instruction. As a rule the hour is divided into three periods or changes. During the first two the squads work on apparatus, the third is devoted to a general mass exercise. The two changes of apparatus each evening bring each squad in rotation to the different pieces of apparatus in the gymnasium.

The girls and younger boys are carefully drilled in Ling's Gymnastics. We are much indebted to Madame Bergman-Österberg for a special course of instruction given to our teachers.

SWIMMING.—Our beautiful swimming-bath, which bears the name of its donor, Dr. Armitage, affords most excellent and convenient facilities for swimming. Both girls and boys have regular instruction in small classes. All of the boys, save those of the Primary School, have a dip on rising, except in stormy weather. By a very simple arrangement the heat at night is turned from the music rooms into the swimming-bath, and thus keeps it without extra cost at an average temperature of 70°.

ROLLER-SKATING.—In connection with the "Fawcett Memorial," we have introduced roller-skating. In the first instance, I took lessons at a public rink in order to determine the advisability of utilizing roller-skating for the blind. I believe it will do much for the health, pleasure, and activity of our pupils. Skating is carefully and systematically taught, and as soon as pupils are able to go independently, they join one of the skating clubs formed among themselves. These clubs bespeak the rinks in advance, and as the rinks are occupied every available moment of free time, it shows conclusively that skating affords something more than mere exercise. We have three rinks, one in the "Fawcett Gym-





nasium" for the girls, a rink for the boys in the "Armitage Gymnasium," and also a large out-door rink which can be used either by boys or girls. These rinks were laid in "Clifton Stone" by Messrs. Hobman & Co., the marble surface in the Girls' Gymnasium being their donation to the "Fawcett Memorial." The rinks and walks throughout the entire grounds are arranged with special marks which speak to the foot instead of the eye; these marks were often difficult to make, and I cannot speak too highly of the patience, energy, and faithfulness of the manager, foreman, and workmen of Messrs. Hobman & Co., in carrying out our wishes even to the smallest detail.



THE ROB-ROY.—This is a combination of bowls and skittles, with a platform so constructed that the balls return automatically to the players' feet. It is peculiarly a college game, and so popular has it become with girls, as well as boys, that the first and last sound one hears in the morning or at night is the rumble of the balls. During the late heavy fogs, when our seeing people were with difficulty groping their way about, it was amusing to hear the falling men of the Rob-roy and merry laughter of the players.

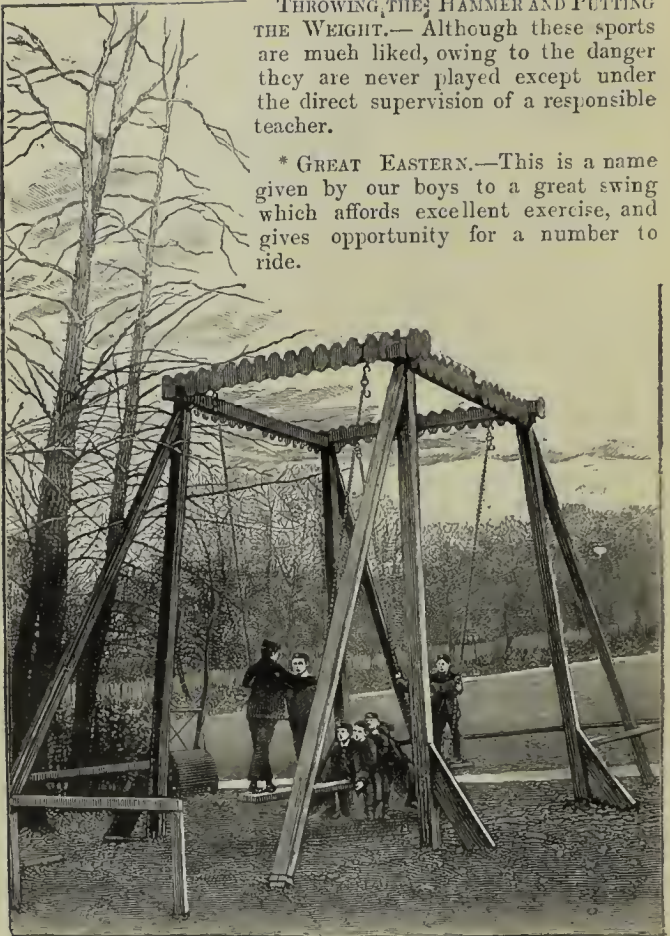


BARRE DU PIED, OR ROYAL NORMAL COLLEGE FOOTBALL.— Instead of the ordinary football, a bar is used, which is covered with rubber or leather, the ends being fitted with specially-made balls. Like football, the start is made from the centre of the field, the object of each party being to throw the bar against the goal of their opponents; unlike football, the throws are made alternately, so that each player must take his turn; this gives the weaker and less skilful players a full share in the game. With the varying fortune of the game the interest increases, it sometimes happens that when the losing party is at the last extremity one of the players will unexpectedly make a great throw; as the flying bar goes bounding end over end, his despairing comrades follow up the start, shouting "On to victory!" and the battle becomes fiercer than ever. I have seen a game hotly disputed for a whole afternoon, and then deferred to another day for a renewal of the conflict.



THROWING THE HAMMER AND PUTTING THE WEIGHT.—Although these sports are much liked, owing to the danger they are never played except under the direct supervision of a responsible teacher.

* GREAT EASTERN.—This is a name given by our boys to a great swing which affords excellent exercise, and gives opportunity for a number to ride.



* For this and the illustration of the Kinder-garten and Tuning-school we are indebted to Henry Clark, Esq., of the Religious Tract Society.

ROWING.—On our little body of water called “Willow Lake” we have two beautiful boats, presented to the “Fawcett Memorial” by Messrs. Searle & Sons, of Lambeth, and Messrs. Tagg & Son, of East Molesey. The former sent for me to select a boat; after showing a number of boats, Mr. Searle kindly said, “I see that none of these boats are quite suitable for your purpose; we shall have great pleasure in making one specially for you.” Mr. Searle’s beautiful boat is, by the united wish of all our pupils, called the “Millicent Fawcett.” Messrs. Tagg & Son were equally kind, and said it would give them great pleasure to make a special boat for the Fawcett Memorial, as Mr. Fawcett had been for many years, one of their patrons.

CYCLING.—I know from personal experience that cycling is the most exhilarating exercise yet discovered for energetic blind persons, and, used judiciously, I believe it will give health and vitality to many who otherwise would remain feeble all their lives. Only this morning one of our girls, who has been obliged to go home several times on account of ill-health, remarked (“thanks to cycling and skating”) that she was stronger and better able to work this winter than at any time since she came to the College. The cost is a serious difficulty. Thanks, however, to some of the cycling companies, especially the Rudge Co., Limited, we have been able to introduce cycling under very favourable auspices. We are indebted to the Rudge Cycle Co., Limited, for two “Four-in-Hand” cycles, which are peculiarly adapted for our work; also for the gift of the beautiful “Royal Crescent Tandem,” which was specially made for my tour to Land’s End in September last. Our best thanks are also due to Messrs. Hillman, Herbert, & Cooper for a “Tandem” given to the “Fawcett Memorial.” We have a good cycle track in our own grounds, which gives our young people excellent facilities for training.

All our teachers, ladies as well as gentlemen, are heartily co-operating with us; they are becoming good cyclists, and will be able to steer skilfully for our young people.

On free afternoons during the ensuing season, parties of from twenty to thirty will enjoy delightful runs over the Surrey hills.

COASTING.—When we have snow, our American double-runner is in constant demand. Starting from the main building, we have a coast of several hundred yards down the “Crowder Walk.” The pleasure is much enhanced if the flying coasters are upset in the snow.



COACHING.—Both girls and boys have light, double-seated waggons for carrying passengers; they are coachman, passengers, or horses in turn. The girls coach round “Fawcett Green.” The boys have a longer route, starting from the College buildings in the upper grounds, down the driveway and round the meadow. The coach leaves the “White Horse Cellars” for Dorking, *via* Streatham and Mitcham. The rumble of the wheels and the merry notes of the coach horn, are among the cheeriest sounds heard during the spring and summer months.

The want of space forbids further details, but a list of some of the popular plays and sports, with Kindergarten games, will be found in the Appendix at p. 50.





By the kindness of the proprietor of *The Graphic* we give an illustration of our Christmas-tree, which was held this year in the Armitage Gymnasium, and a short extract from an account written at the time. "After the service we adjourned to the Armitage Gymnasium. The sudden change from the outside darkness to the unexpected light within was like an instantaneous change to fairyland. The Christmas-tree, an annual gift of the Archbishop of Canterbury, rose, tall and straight, before us. Flags, bon-bons, dolls, apples, oranges, toys, and presents, glistened with the light shed upon them by myriads of "Vauxhall lamps," and seemed to smile a genial, sparkling welcome, while the many-hued lamps, twinkling like stars, made a splendid contrast with the broad, dark-green branches, gracefully festooned with long, snow-white streamers of American "pop-corn." The walls of the building were hidden by flags, wreaths, and mottoes. Here the lion and rising sun of Persia, there the broad double eagle of Russia, to the right the Stars and Stripes of America, the Union Jack, the tricolor of France, the proud old castle of Spain, the Cross of St. George, and many others, but, above all, our own glorious standard, each and all seemed to express the good will of the countries they represented, while Santa Claus peeped at us from the bright red holly, the mistletoe, the laurels, and the cheerfulness visible everywhere."

In an instant, when a signal was given, Santa Claus, flags, mottoes, even the Christmas-tree itself, was forgotten; groups of merry boys and girls shot out on their roller-skates, and quickly glided round the tree, while the College Choir joined in a merry skating song

APPENDICES.

APPENDIX A.

COURSE OF STUDY.

SCHOOL DEPARTMENT.

PREPARATORY SCHOOL.

The Preparatory School is conducted on the Kinder-Garten system. Fröbel's principle of self-work and self-help is far more essential in the training of blind than of seeing children. Special care is given to the moral, mental, and physical training of the children, and, as a foundation for all their future work, orderly habits, good manners, and upright conduct are inculcated.

Besides Kinder-Garten work the instruction includes Reading, Writing, Arithmetic, Modelling, Technical Training, and Object Lessons in the elements of various subjects.

GRAMMAR AND HIGH SCHOOL.

Regular Course.

First Form.

Scripture Lessons, Reading (2nd, 3rd, and 4th Royal Readers), Dictation, Spelling and Defining, Geography (Definitions, Physical, Mathematical, and Political, Hemisphere Maps), Mental Arithmetic (Colburn), Grammar (Orthography, Etymology: Morris and Campbell), Object Lessons, and Recitations.

Second Form.

Scripture Lessons, Geography of Palestine, Reading (Selections from Standard Authors), Dictation, Spelling and Defining, Geography (British Isles, Physical and Political), Mental Arithmetic (completed), Written Arithmetic (Four Simple Rules, Compound Numbers), Grammar (Syntax, Analysis), English Biography, Outlines of English History, Recitations, Object Lessons in Natural History and Botany.

Third Form.

Scripture Lessons, Life of Christ, Geography (British Empire completed, Europe), Written Arithmetic (completed), Analysis, English Composition, Elocution, English History (History in Braille: Greene and Macaulay), Physiology, Latin, and French.

Fourth Form.

Scripture Lessons, Lives and Writings of the Apostles, Geography (America, Asia, Africa; Physical and Mathematical, reviewed and completed), Algebra, or Geometry, Composition, Rhetoric, Outlines of General History (Swinton), English Literature, Latin, French, German, and Italian (two selected, according to circumstances).

*Advanced Course.**Fifth Form.*

Scripture Lessons, Bible History, Algebra, Geometry, Rhetoric, History (Grecian and Roman), Literature (Classical Authors), Physics, Geology, Latin, French, German, and Italian (two selected, according to circumstances).

Sixth Form.

Scripture Lessons, Bible History, History (Modern Europe), Literature (Modern Classics), Physics, Astronomy, Science of Government, Political Economy, Science of Language, Latin, French, German, and Italian (two selected, according to circumstances).

ACADEMY OF MUSIC.

SINGING.

Class I.

Individual Training, Production and Delivery of the Voice, Timbre or Quality, the Art of Breathing (Inspiration and Expiration), Intervals, Scales within the Octave, Concone's 50 Lessons for Medium Voice, 40 Lessons Contralto and Bass, Position for Singing, Facial Expression.

Class II.

Extended Scales and Technical Exercises, Chromatic Scales, Selections from Vocalises by Concone, Panseron, and Bordogni, Phrasing.

Class III.

Enunciation of Vowels and Consonants, Articulation of Words, Expression, Classical and other Chamber Music, Solos, Duets, Trios, etc.

Class IV.

Recitative and Oratorio, Dramatic and Declamatory Selections in English, Italian, and French, from the great composers of Oratorio and Opera.

Class V.

Classical German Songs.

Dramatic Singing, combined with instruction as to appropriate gesture and action.

Class VI.

The Art of Teaching as applied to Voice Culture and Singing.

Choral and Ensemble Singing, including the English Madrigalian School, is combined with the above for Classes III., IV., V., and VI.

PIANOFORTE.

Class I.

Musical Notation; Proper Position of the Body, Arm, and Hand; Five-finger Exercises; Lessons in Rhythm; Halle's Pianoforte School, Part I.; Studies, Czerny, Op. 261; Introduction to Scales; Melodious Pieces for Small Hands; Introduction to Phrasing.

Class II.

Five-finger Exercises and Scales; Plaiddy's Technical Studies; Etudes—(Burgmüller, Op. 100, Czerny, Op. 636); Bertini's 50 Selected Studies; Buoninici; Sonatinas—(Clementi, Op. 36, Nos. 1 and 3, Kuhlau, Op. 20, No. 1, Op. 55, Nos. 1 and 2, Op. 88, No. 1); Mozart's Sonata in C (No. 1, Prof. Lebert's Edition), 1st and 2nd movements.

Class III.

Five-finger Exercises; Scale Practice extended; Plaidy's Technical Studies, continued; Etudes—(Czerny, Op. 299, Heller, Op. 46, Book I.); Souatinas—Kuhlau, Op. 88, Nos. 2 and 4, Op. 55, Nos. 3 and 6, Op. 20, Nos. 2 and 3, Clementi, Op. 36, Nos. 4 and 6); Haydn, Sonata in C, No. 5, Mozart, Sonata in C (No. 3, Prof. Lebert's Edition), Beethoven, Sonatas, Op. 49; Mendelssohn, Op. 72, Nos. 2, 5, 6; Raff, Op. 75, No. 4; Bach, Six Petits Préludes; Handel, twelve easy piano pieces (edited by Hans von Bülow); Mozart's Sonatas, Nos. 2, 3, 10, 14, 16, 17, and 18; Haydn's 1, 3, 4, 11, 16, and 20.

Class IV.

Selections from Tausig's Finger Exercises: Etudes (Haberbier Etudes-Poesies, Book I., Czerny, Op. 337, Moscheles, Op. 70); Selections from Kullak's Octave School, Cramer (Bülow's Edition), Clementi (Tausig), Raff; Bach's Préludes & Fugues (Tausig's Edition); Bennett's three musical sketches, Nos. 1 and 3; Raff, Op. 75, No. 8; Beethoven's Early Sonatas, and suitable selections from other composers.

Class V.

Selections from Tausig's Finger Exercises, Kullak's Octave School, Cramer (Bülow), Clementi (Tausig), and Bach (Tausig) continued; Czerny, Op. 365; Selections from Chopin, Ops. 10 and 25; Bennett's Studies; Compositions carefully selected from Classical and Modern Masters; Art of Teaching; Ensemble Playing.

Class VI.

Chopin's Etudes, Ops. 10 and 25; Studies by Henselt, Rubinstein, and Liszt; Selections from Classical and Modern Masters; Art of Teaching; Ensemble Playing.

O R G A N . *

Class I.

Introductory Lessons; Stainer's Organ School; Pedal Exercises, Schneider and Best; Hymns, Chants, Easy Voluntaries, Smaller Preludes, and Fugues of Bach.

Class II.

Church Service; Chanting (Cathedral Psalter); Hymns, Anthems, etc.; Registration of Stops, Phrasing, Bach's Preludes and Fugues, Mendelssohn's Sonatas; Miscellaneous pieces.

* As a rule, the study of the organ will begin the fourth year.

Class III.

Selections from Works of Bach, Handel, Haydn, Mozart, Beethoven, Mendelssohn, and Modern Composers; Drilling and Teaching Choirs; Accompanying Choral and Solo Singing.

HARMONY, COUNTERPOINT, AND COMPOSITION.

Class I.

Formation of Scales and Keys, Major and Minor—Chromatic Scale; Intervals, Diatonic and Chromatic—their inversion; Harmonic Chord, with General Principles deducible therefrom; First Principles of Part-writing; Distribution of Parts; Motion of Parts; Progressions of Melody; General View of Chords, Consonant and Dissonant; the Triad, different kinds; Exercises on Connection of Chords; Cadences—Perfect, Imperfect, Plagal, Interrupted, etc.; Sequences; Rhythmical Division and Phrasing; Inversions of the Triad.

At this stage, the study of Counterpoint to be commenced. General Explanations about the nature of Counterpoint and its connection with the ordinary Harmony Course. First Species of Counterpoint, in two, three, and four parts.

Class II.

Chords of the Seventh; Dominant Seventh; Resolution of Dissonances; Chords of the Seventh on other Degrees of the Scale; Inversions of Chords of the Seventh; Modulation by means of the Dominant Seventh; Chords of the Ninth—Modulation thereby; Derivatives (or Inversions) of the Chord of the Ninth; Chords of the Eleventh and Thirteenth; Passing-notes and Unessential Discords; the 2nd and 3rd Species of Counterpoint, in two, three, and four parts.

Class III.

Discords by Suspension; Fourth Species of Counterpoint; Chromatic Chords and Alterations; Fifth Species of Counterpoint; Pedal-notes; Modulation; Imitation and Canon.

Class IV.

Double Counterpoint, in the Octave, Tenth, and Twelfth; Fugue Structure; Triple and Quadruple Counterpoint.

Class V.

Form in Composition ; Movement of Continuity—the Sonata and Symphony ; Episodical Form—the Rondo ; Other Structures ; Analysis ; Instrumentation.

Class VI.

Composition ; Analysis ; Instrumentation.

Lectures, during the entire course, on collateral subjects.

APPENDIX B

CHILDREN'S GAMES.

Rope-skipping	Hot-pies (a variation of the above)
Hoop	Foot-and-a-Half
Leaping from Spring-boards	Hautch the Paddock (severe on clothes)
Prisoner's Base (modified)	Smuggle the Key
Blackthorn	Shep
Follow-my-Leader	Dead Man
Tig or Touch	Hide-and-Seck
Knights	St. Gothard's Tunnel.
Cock-fighting	Simple, or the Endless Chain
Tug-of-war, or French and English	Tom Tiddler's Ground.
Leap-frog	

ATHLETIC GAMES AND SPORTS.

Wheelharrows	Three and Four Legged Racing
Ploughs	Pyramids
Chariots	Wrestling { Styrian
Shipwreck	{ German
Sack-racing	

KINDERGARTEN GAMES.

FOR BOYS.

The Blacksmith
 The Shoemaker
 The Cooper
 Wheelharrow
 Scissors-grinder
 The Farmer

FOR GIRLS.

A Brook is Flowing
 Birdies' Ball
 Busy Children
 Forget-me-not
 Go to Sleep Little Thumb
 Cradle Song
 Pansies
 It is Lovely May
 Basket of Flowers

FOR EITHER GIRLS OR BOYS.

Thumbs and Fingers say, "Good Morning"
 Good Morning, Merry Sunshine
 Do you know how many Stars?
 The Pretty Moon
 Merry Brown Thrush
 Jack Frost
 Five Little Squirrels
 Tommy Bumble
 Song of the Weather
 To and Fro
 Wake, says the Sunshine
 Come Little Leaves,
 and others

APPENDIX C.

THE TRAINING OF YOUNG CHILDREN.

As we have so many inquiries with regard to the best method of training young blind children, I take this opportunity to offer a few suggestions.

The blind are often injured, and their capacity much impaired, some of them even ruined for life, through the ignorance and mistaken kindness of their friends during early childhood.

The following maxims will assist us :

1st. It is clearly obligatory upon all persons, whether sighted, blind, or deaf and dumb, to endeavour to make the best use of whatever powers God has given them.

2nd. It is the object of all true education to call into action the moral, mental, and physical faculties.

3rd. To develop a true and harmonious character, we must give careful attention to the smallest details.

4th. The education of blind children should commence as soon as they can understand that their actions please or displease those who love them.

Instead of being indulged, they should be subjected to a more careful and stricter discipline than other children. They should be taught how to dress, wash, and feed themselves. Many parents allow them to use their fingers at the table, or at best give them a spoon ; this is the greatest possible mistake. They will be spared much mortification during their whole life if they are early taught, in the most particular manner, how to use their knife and fork.

In those things in which they will naturally be awkward, let them have a few minutes every day for special instruction. They should never be allowed to make their blindness an excuse for inattention to the ordinary requirements of society.

The kind-hearted mother will confer a blessing on her blind child by training it to be useful. It will be easier for her to go for her work-basket, newspaper, or book, than to direct the little one where to feel for them ; but let her persevere in this, and patience will have its reward.

When it has playthings, those only should be selected which will either require the exercise of thought or tend to develop dexterity in the use of the fingers.

Instead of lavishing upon the child sugar-plums and sweetmeats, let him be entrusted with a box of simple tools, provide nails, tacks, and pieces of wood, and encourage him to attempt to make little articles, such as hoxes, toys, etc.; give him a shovel and spade, or if these cannot be had, a sharp stick, and when the weather is suitable, send him into the garden or yard to dig and play.

I have known a blind child who constructed mountain ranges, mud forts, cottages—in fact, a whole village, with a church, shops, and ordinary houses; even modelled men and women, invited them to a party, and treated them to mud pies and cakes.

Blind children should not only be encouraged, but taught how to sow seeds and cultivate flowers. They should run, jump, turn somersaults, play leap-frog, and join in all games with their brothers and sisters—in fact, be encouraged in every kind of activity. If opportunities are favourable, climbing, running, swimming, rowing, skating, and many other atheletic sports should be among their early accomplishments.

The perceptive faculties should be carefully cultivated. This may be done in various ways.

Interest the child, not only in the purchase of his own clothing, but also in that of other members of the family. When he has learned to distinguish between woollen, cotton, linen, and silk goods, he will very soon recognise the slightest difference in the quality of cloth and other articles. When a suit or dress has to be purchased, let him carefully examine various samples; tell him the price of each, and point out their good and bad qualities.

When walking with them, we should speak of everything we see, and, when convenient, place their hands upon whatever interests them.

Any object will do for a lesson—a fountain, a sign, a tree, a bird, a horse, beautiful fleecy clouds, the gathering storm, the returning sunshine, the springing grass, or the opening flowers, all will furnish topics for the most interesting stories to the little blind listener, who can only measure the length of his arm about him.

APPENDIX D.

RULES AND TERMS FOR THE ADMISSION OF
PUPILS.

1. The College is open to the young of either sex and of any rank, but only those will be received as pupils who show sufficient ability to render it probable that by instruction they can be rendered capable of self-support.

2. As without previous trial it would in many cases be difficult to determine whether an applicant for admission has sufficient capacity for the kind of education given at the College, candidates will first be received as *probationers* for a period of three months, or less. If, at the end of that period, they are found to possess adequate ability, they may become permanent pupils.

3. The annual charge for pupils * in the Preparatory School is £35 per annum; in the College under 13 years of age, £50 per annum; and over 13 years of age, £60 per annum.

4. The charge for private pupils in the Preparatory School is £50 per annum; in the College, from £80 to £100, according to circumstances.

5. The charges for resident pupils include board, lodging, washing, and medical attendance; but not clothing or travelling expenses. Payments in all cases must be made for each term in advance. All cheques and Post Office Orders, in payment for pupils, should be sent to the Principal at the College.

6. The school year will be divided into three terms: for which the payments are due October 1st, January 1st, and April 1st. The first and second terms include three months each, the third term four months.

7. Except in cases of severe illness, all pupils are expected to be in attendance at the College on the first day of each term.

8. Pupils will only be admitted at the beginning of one of the terms. If possible they should enter at the beginning of the Michaelmas term.

9. As it is of the utmost importance to keep up home ties between pupils and their families, it is desirable that all pupils shall spend at least the summer vacation with their parents or friends.

* The Gardner Trustees have liberally granted a large number of Scholarships to aid the young blind of England and Wales whose friends cannot pay the entire cost (*see* Report). Several institutions for the blind are also heartily co-operating with us. In various large towns special Scholarship Committees have been formed, especially in Scotland.

10. All pupils must be provided with strong clothes, either new or in perfect repair, as in the following lists, and their parents or friends will be required to renew the clothing when deemed necessary by the Committee.

11. The use of tobacco in all forms is strictly forbidden. All pupils, without regard to age, during their connection with the College, must abstain from the use of tobacco either on or off the College premises. The use of beer, wine, or any drink containing alcohol, is only allowed when ordered by the medical authorities of the College.

12. In all cases the following form must be filled up by a duly qualified medical practitioner. The questions are not, however, put with a view to exclusion, but for information regarding the pupils:—

- (a) Is the applicant totally blind, or, if only partially so, has he sufficient sight to enable him to follow any profitable employment?
- (b) What appears to have been the cause of blindness?
- (c) Has the applicant had the small-pox? Has he been vaccinated, and is there satisfactory evidence that the infection was complete?
- (d) Has he had the measles, whooping cough, or scarlet fever?
- (e) Has he been subject to epileptic fits?
- (f) Is he free from scrofula or cutaneous disease?

(Signed) _____

13. In cases in which the pupil is not entirely paid for by his or her friends, the following engagement must be signed by two respectable householders, independent of the parents, and witnessed by the clergyman of the parish, or a magistrate, or by a member of a Local Committee:—

We, the undersigned, do jointly and severally engage, as long as
 remains a pupil in the Royal Normal College and Academy of Music for the Blind, to keep him or her supplied with the stock of clothing required, as in the list furnished by the Committee; and, further, to take and remove
 from the College during the vacations, or whenever required to do so by the Committee, and to pay all

expenses of such removal, and in case of death, all funeral expenses.

Dated this _____ day of _____

Signatures {

I hereby certify that I have witnessed the signatures of the above named _____ and that the persons signing are respectable householders.

Minister of _____

Magistrate.

Member of the

Local Committee of

the Royal Normal College and Academy of Music for the Blind.

Dated this _____ day of _____

14. Applications and inquiries in regard to the admission of pupils should be addressed to the Principal, F. J. Campbell, Esq., LL.D., Royal Normal College and Academy of Music for the Blind, Upper Norwood, S.E. Persons can see the Principal on business on Tuesdays from 2 to 3 p.m. (the second Tuesday excepted). Also at the same hour on the first Thursday in each month; otherwise by appointment.

LIST OF CLOTHING.

FEMALE DEPARTMENT.

Lacing and tight-fitting dresses are prohibited. Dresses and other clothing must give ample room across the chest. Dresses narrow across the chest invariably lead to bad positions. Parents are especially requested to attend to this requirement, as the health depends very much upon proper clothing. The skirts of the school dresses must be at least $2\frac{1}{2}$ inches from the ground, to allow freedom in walking.

1 Sunday dress.

2 Week-day dresses.

1 Gymnastic suit (a sample of material and pattern will be furnished, or, if preferred, purchased at wholesale prices and made).

1 White petticoat.

- 2 Coloured petticoats.
- 2 Flannel petticoats.
- 3 Undervests (flannel or merino, high-necked and long-sleeved).
- 4 Chemises.
- 4 Bodices (supplied with buttons for supporting the skirts).
- 4 Pairs of drawers.
- 3 Nightgowns.
- 1 Flannel dressing gown.
- 12 Towels.
- 8 Pocket-handkerchiefs.
- 6 Aprons.
- 4 Pairs of stockings.
- 1 Pair of best boots.
- 2 Pairs of strong boots.
- 1 Pair of slippers or house boots.
- 2 Hats.
- 1 Sunday jacket.
- 1 Common ditto, or shawl.
- 1 Waterproof.
- 2 Pairs of gloves.
- A sufficient quantity of neckties, collars, and cuffs.
- 1 Comb and brush.
- 1 Small toothed comb.
- 1 Nail brush.
- 1 Tooth brush.
- 2 Small bags for combs and brush.
- 2 Bags for soiled linen.

MALE DEPARTMENT.

- 1 Sunday suit.
 - 2 Very strong week-day suits.
- Coats and vests must be broad across the chest, to give the lungs full play.

- 5 Shirts.
- 3 Night shirts.
- 6 Collars.

The bands of shirts and collars are often too small: this is a fatal error, as it not only injures the health, but prevents all chance of progress in singing.

- 6 Pocket-handkerchiefs.
- 5 Pairs dark worsted stockings.
- 1 Warm coat or cloak.
- 2 Hats or caps.
- 2 Pairs of gloves.
- 1 Pair of Sunday boots.

- 2 Pairs of very strong boots for week-day use.
- 1 Pair of slippers.
- Gymnastic shoes, jerseys, cap and belt (furnished at the College at the lowest wholesale rates).
- Comb and hair brush.
- Small toothed comb.
- 2 Small bags for comb and brush.
- 1 Tooth brush.
- 1 Bag for soiled linen.

The rule in regard to the supply of clothing is imperative.

The gymnastic outfit is indispensable. If the clothing and gymnastic outfit is not provided, it will be the duty of the Principal to suspend the pupil.

ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND.

PROPERTY.

FREEHOLD GROUND	£17,700 0 0
BUILDINGS—	
A. School Building	} 22,740 0 0
B. The Mount	
C. Primary School (2 Cottage Houses)	
D. Technical School Do.	
E. Principal's Residence	
F. Cottage	
G. Boys' Gymnasium, with Fittings	
H. Girls' Gymnasium, with Fittings	
I. Swimming Bath.	
J. Outdoor Gymnastic Apparatus	
K. Stables	
FURNITURE, Fixtures, Bedding, Linen, Crockery, Glass, Kitchen Utensils, etc.	1,994 9 5
MUSEUM, School Apparatus, Embossed and Reference Library, and Musical Library	1,187 1 8
ORGANS, Pianos, other Musical Instruments, Tuning Appliances and Apparatus	4,195 0 0
HORSE, Market Cart, Stable Utensils, Garden Tools, etc.	70 0 0
<hr/>	
Total	£47,886 11 1
<hr/>	

On the Grounds and Buildings there is a Mortgage of £12,000 at 4 per cent.

ROYAL NORMAL COLLEGE AND RECEIPTS AND EXPENDITURE ACCOUNT,

Dr.

RECEIPTS.

	£	s.	d.	£	s.	d.
To Balance per last Account - - - -	-	-	-	438	16	2
Subscriptions for Pupils - - - -	6,954	0	8			
Donations do. - - - -	56	17	0			
Fees, collected or paid by Relatives of Pupils	1,478	15	3			
				8,489	12	11
Donations to General Fund - - - -	673	6	7			
Subscriptions to do. - - - -	315	14	0			
Sundries - - - -	79	12	4			
				1,068	12	11
Fawcett Memorial						
National Fawcett Memorial Committee -	1,682	16	5			
Supplementary Donations - - - -	1,600	0	0			
				3,282	16	5
Amount due to Tradesmen, and for Salaries						
and Wages - - - -				2,197	5	5

£15,477 3 10

We have compared the above Account with the
23, St. Swithin's Lane, E.C. February 23rd, 1888.

ACADEMY OF MUSIC FOR THE BLIND.
FROM 1ST JANUARY TO 31ST DECEMBER, 1887.

Cr.

EXPENDITURE.

	£	s.	d.	£	s.	d.
By Amount paid on 1886 Account—				1,553	8	10
Loans Repaid—						
Bankers - - - - -	1,000	0	0			
Dr. Armitage - - - - -	800	0	0			
				1,800	0	0
Expenditure on Capital Account, viz.:—						
Tar Paving, and laying out New Grounds, work on Girls' Gymnasium, etc.	837	6	4			
Alterations and Fixtures - - -	157	13	8			
Musical Instruments, etc. - - -	45	0	0			
School Appliances - - - - -	34	1	8			
Furniture, Linen, etc. - - - -	84	6	11			
				1,158	8	7
Current Expenditure, viz.:—						
EDUCATIONAL—	£	s.	d.			
Salaries, Gen. Education	794	4	0			
Do. Musical - - - - -	1,286	18	11			
Do. Technical - - - - -	305	12	11			
				2,386	15	10
Fares of Pupils, etc. - - - -	13	14	11			
Moving Instruments - - - - -	3	5	6			
Embossed Books, and Musical Appli- ances - - - - -	242	16	1			
Fees Returned - - - - -	27	16	8			
				2,674	9	0
MAINTENANCE—						
Salaries and Wages, Maintenance Department - - - - -	810	18	10			
Provisions - - - - -	3,421	17	9			
Firing and Lighting - - - - -	443	18	10			
Washing - - - - -	633	2	7			
Cleaning - - - - -	29	9	10			
Haberdashery - - - - -	13	17	2			
Renewals, Wear and Tear, Linen, Crockery, etc. - - - - -	152	7	6			
Medicines and Nursing - - - -	26	19	5			
Stable Account - - - - -	45	11	0			
Sundries - - - - -	5	16	7			
				5,583	19	6
OFFICE EXPENSES, ETC.—						
Salaries - - - - -	342	12	6			
Stationery - - - - -	17	5	2			
Postage and Telegrams - - - -	75	9	3			
Advertising, Printing, etc. - -	175	4	3			
Sundries - - - - -	1	18	2			
				612	9	4
GENERAL EXPENSES—						
Interest on Mortgage, and Loans, and Rent of Primary Schools - - -	636	11	1			
Rates, Taxes, Water, etc. - - -	432	11	8			
Insurance - - - - -	43	8	3			
Repairs - - - - -	309	13	0			
Meetings - - - - -	62	5	11			
Travelling - - - - -	6	8	1			
				1,490	18	0
Total Current Expenditure	£10,361	15	10			
Balance in Hand—						
At Bankers and in Office - - -				603	10	7
				£15,477	3	10

Books and vouchers, and find it to be correct.

THEOBALD BROS. & MIALL, Fellows of Chartered Accountants.

LIST OF DONATIONS AND SUBSCRIPTIONS

FOR THE

GENERAL PURPOSES OF THE COLLEGE,

RECEIVED FROM JANUARY 1ST, 1887, TO DECEMBER 31ST, 1887.

The Principal will be glad to be informed of any inaccuracies in this List

	Donations.			Subscriptions.		
	£	s.	d.	£	s.	d.
Allbut, Mrs. . . . .	...			1	1	0
Alleu, H. J., Esq. (per Charity Organisation Society)	...			1	0	0
Allen, Wm. Edgar, Esq. . . . .	...			2	2	0
Allen, S., Esq.	0	4	6	...		
Anonymous	0	10	0	...		
Anonymous	0	5	0	...		
Armitage, T. R., Esq., M.D.	45	11	7	...		
Ashley, The Hon. Mrs. Wm. . . . .	...			2	0	0
Atkinson, H. J., Esq., M.P. (per Charity Organisation Society)	0	10	0	...		
Aukland, Mrs. . . . .	...			1	1	0
Banister, Miss . . . . .	...			0	10	0
Bannerman, Mrs. . . . .	...			1	0	0
Barber & Co., Messrs. . . . .	...			2	2	0
Bathurst, The Misses	5	0	0	...		
Beer, A. J., Esq. . . . .	...			1	1	0
Belcher, Lady . . . . .	...			1	1	0
Bellis, T. K., Esq. . . . .	...			1	0	0
Bengough, J. C., Esq. . . . .	...			1	0	0
Benn, Miss (per F. Hetley, Esq., M.D.) . . . . .	...			1	1	0
Benson, Mr.	0	0	6	...		
Beyfus, Messrs. P. & S. . . . .	...			1	1	0
Blair, Mrs. . . . .	...			1	1	0
Bloomfield, Miss H. (two years)	...			2	2	0
Blumenthal, Jacques, Esq.	2	0	0	...		
Blyth, Neville, Esq. . . . .	...			1	0	0
Branfoot, J. Es. . . . .	...			1	0	0
Brash, Mr.	0	5		...		
Brocas, Miss	0	10	0	...		
Bunnell, Miss. . . . .	...			1	1	0
Cart, Rev. Henry Thomas . . . . .	...			10	10	0
Carter, The Misses . . . . .	...			2	2	0
Chance, Wm., Esq. . . . .	...			1	1	0
Charlesworth, Rev. Samuel B. . . . .	...			2	2	0
Chatting, Edward, Esq.	1	1	0	...		
Chauncy, Miss . . . . .	...			1	1	0
Clark, Mrs. Willington . . . . .	...			1	1	0
Clark, Thomas Chatfield, Esq.			2	2	0
Colebrook, John, Esq.			2	2	0

Amounts forward	£55	17	7	45	5	0
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	Amounts forward	Donations.			Subscriptions.		
		£	s.	d.	£	s.	d.
Collins, Miss Marianne	55	17	7	45	5	0
Conolly, William, Esq.	2	2	0
Cooper, Frederic, Esq.	1	1	0
Copland, Theodore O., Esq.	1	1	0
Cotton, Rev. H. Aldrich, M.A.	2	2	0
Cotton, H. Morton, Esq.	1	1	0
Croson, Mrs.	1	1	0	...	...	...
Cullingford, W. H., Esq.	2	2	0
Cumberbatch, L. T., Esq., M.D.	1	1	0
Cumberbatch, Mrs.	1	1	0
Cunliffe, John, Esq. (two years)	1	0	0
Darwin, W. E., Esq.	4	4	0
Davies, Rev. T.	1	1	0
Dawson, The Hon. Mrs. R. M.	1	1	0
Dixon, Miss Dora	3	3	0
Dobinson, Mrs. J. G.	0	5	0
Douglas, Mrs. Edward	1	1	0
Doxat, Miss	2	0	0
Du Pasquier, Claudius F., Esq.	3	0	0
Dyer, Miss	2	2	0
Eccles, Miss	1	1	0
Edis, Mrs.	5	0	0	...	...	...	...
Ellice, William, Esq.	1	1	0
Evans, Colonel	3	0	0
Everington, E. R., Esq.	10	0	0	...	...	...	...
Fawcett, Miss	1	0	0
Fellows, C. J., Esq.	1	0	0
FitzRoy, Major C. C.	1	0	0
Foster, Mrs. Richard	2	0	0
Franks, James, Esq.	5	0	0	...	...	...	...
Frost, Mrs. C. J.	2	2	0
Gardiner, A. F., Esq.	0	10	0	...	...	...	...
Gardner, Mrs., Agg.	1	0	0	...	...	...	...
Gibbs, Miss	1	1	0	...	...	...	...
Glennie, W. R., Esq.	5	0	0
Goldsmid, Miss Flora	1	1	0
Grant, Miss L.	2	2	0
Greathead, Miss M. E. H.	1	1	0
Green, Joseph E., Esq.	1	1	0
Gull, Lady	2	2	0
Hall, Mrs. Newman	1	1	0
Halle, Julius B., Esq.	1	1	0
Hallett, J. A., Esq.	1	1	0
Handfield, Mrs.	1	0	0
Harden, W. T., Esq.	1	1	0
Harris, Mrs. S.	1	1	0	...	...	...	...
Harri-son, Miss (per Miss Hetley)	1	0	0
Hartvigson, A., Esq.	1	1	0
Hartvigson, F., Esq.	3	3	0
Hatchwell, John, Esq.	1	1	0
Hawksley, Thos., Esq., M.D.	2	2	0
Hayward, Rev. W. Winstone Curteis, M.A.	1	1	0
Amounts forward	£80	10	7	115	17	0	

	Amounts forward	Donations.			Subscriptions.		
		£	s.	d.	£	s.	d.
		80	10	7	115	17	0
"H. B."		...			2	0	0
Henderson, Miss F.		...			1	1	0
Herbert, Mr. George		1	0	0	...		
Hetley, F., Esq., M.D.		...			2	2	0
"H. M."		300	0	0	...		
Holman, George, Esq.		...			1	1	0
Holmes, General		...			1	0	0
Homer, Miss		...			1	1	0
Hope, Mrs. W. C.		...			1	0	0
Horne, Miss		...			0	2	6
Horne, Mrs.		...			1	0	0
Houghton, Miss	(two years)	...			2	2	0
Howard, Richard, Esq. (the late), per Executors,							
Thos. Dryland, Esq. and Edward John							
Bridgman, Esq.		250	0	0	...		
Hunt, George, Esq.		...			2	2	0
Inglis, Dr.		...			1	1	0
Irby, The Hon. Georgina		...			1	1	0
Jervoise, Sir J. Clarke, Bart.		...			5	0	0
Judd, James, Esq.		...			2	2	0
Kay-Shuttleworth, Sir Ughtred James, Bart., M.P.		...			2	2	0
Kennedy, Mrs.		...			1	1	0
Lachlan, Miss (per Charity Organisation Society)		...			1	1	0
Lancaster, Miss E.		...			1	1	0
Latham, Morton, Esq. (per Charity Organisation Society)		2	2	0	...		
Lawrence, Miss A. J.		...			1	1	0
Leathersellers, The Worshipful Company of		10	10	0	...		
Leigh, Miss Elizabeth		1	0	0	...		
Lempriere, Miss (per the Rev. J. M. Gordon)		...			2	2	0
Leyvar, P. H., Esq. (per Charity Organisation Society)		10	0	0	...		
Lindsay, Lady		...			2	0	0
Livesey, George, Esq.		...			3	3	0
Lowther, Sir Charles H., Bart.		...			10	0	0
Loyd, Miss E.		...			1	1	0
Loyd, Mrs.		...			2	0	0
Lycett, Lady		...			3	0	0
Lyon, Miss		...			1	1	0
Lyon, Miss E. M.		...			1	1	0
Lyon, Mrs.		...			1	1	0
Macartney, Mrs.		...			1	1	0
Mann, Mrs.		...			1	1	0
Master, Miss		...			2	2	0
Mead, J. B., Esq.		...			2	2	0
Mellor, The Right Hon. J. W., Q.C., M.P.		...			1	1	0
Miall, Arthur, Esq.		...			3	3	0
Miller, George, Esq.		0	5	0	...		
Monsell, Lieut.-Col. Bolton		...			2	2	0
Moore, Daniel, Esq., M.D.		...			1	1	0
Moore, Mrs. Daniel		...			1	1	0

Amonnts forward

£655 7 7 187 1 6

	Amounts forward	Donations.			Subscriptions.		
		£	s.	d.	£	s.	d.
St. Germans, Earl of	1	1	0
Stone, Mrs.	1	1	0	...	...	...	...
Strange, Miss L. G.	2	2	0
Strange, Mrs. H. L.	1	1	0
Tapling, Thomas, and Co., Messrs..	5	5	0
Tarratt, Joseph, Esq.	2	2	0
Taylor, Mrs.	1	1	0
Taylor, Sedley, Esq.	1	1	0
Tebb, Miss	0	10	0	...	...	...	...
Tebb, Mrs. R.	1	1	0
Tollemache, The Hon. Mrs. Lyonel	5	0	0
Tomlinson, Rev. J. P., M.A.	1	1	0
Trench, A. Chenevix, Esq.	1	0	0
Vaecher, Francis, Esq., M.D.	2	2	0
Visger, Mrs.	2	2	0
Voysey, Rev. Charles	1	1	0
Walker, Mrs. I. O.	3	3	0
Warburton, R. E. E., Esq.	1	1	0
Warren, Miss	1	1	0
Warren, Thos. P., Esq.	1	1	0
Warrington, Miss	2	0	0
Watkinson, John	1	0	0
Weight, Mrs.	2	2	0
West, F. H., Esq. (per Robert G. West, Esq.)	0	10	6
West, Miss Georgina	1	0	0
West, Mrs.	3	3	0
West, Robert G., Esq.	0	10	6
Western, George A., Esq.	5	5	0
Westlake, Mrs.	3	3	0
Whalley, F. R., Esq.	2	2	0
Wharnccliffe, Earl of	2	2	0
Wheeler, Mrs.	1	0	0
Wheeler, Mrs. Warner	1	1	0
Wilds, Mrs. Edward	0	10	0
Williams, Miss	0	10	0
Williams, R. B., Esq.	2	2	0	...	...	...	...
Wilson, Edward, Esq.	2	0	0
Wilson, Mrs. (per Charity Organisation Society)	1	1	0
Wilson, Mrs. Lorraine	0	10	0
Woodforde, Dr. and Mrs.	2	2	0
Wright, F., Esq.	1	1	0
Wyllie, Andrew, Esq.	2	2	0
Total	£673	6	7	315	14	0	0

CONTRIBUTIONS

TO THE
SCHOLARSHIP FUND AND IN BEHALF OF PARTICULAR PUPILS.
RECEIVED FROM JANUARY 1ST, 1887, TO DECEMBER 31ST, 1887.

	Donations			Subscriptions			Fees		
	£	s.	d.	£	s.	d.	£	s.	d.
Adshead, Mr.			14	0	0
"A. F. H." (per Mr. Daw)	0	10	0	...			...
Alexander, Mr.			9	0	0
Amos, Mr.			3	7	0
Anonymous			1	6	4	...		
Arden, Douglas, Esq.			20	0	0	...		
Armitage, T. R., Esq., M.D.			88	0	0	...		
Badcock, Mr.			10	0	0
Badham, Miss Alice J.			0	10	0	...		
Baldock, Mrs.			14	0	0
Banister, Mr. and Mrs. H. C.			10	0	0	...		
Barclay, Mrs. Robert			1	1	0	...		
Barlow, Miss			15	0	0	...		
Baxter, Mr. Adam (per A. L. Calman, Esq.)			20	0	0
Bayley, J. Clowes, Esq.			16	13	4	...		
Bell, James, Esq. (the late)			1	1	0	...		
Bell, Mrs. James			1	1	0	...		
Bell, Mrs.			3	10	0
Bennett, Miss Harriett M.			1	1	0	...		
Blackborne, Mrs.			2	2	0	...		
Blair, Mrs. Harrison			1	10	0	...		
Botly, Wm., Esq.			2	2	0	...		
Botterill, Mrs.			35	0	0
Bridgwater Guardians, The			20	0	0	...		
Bright, The Right Hon. John, M.P.			2	0	0	...		
Brighton Guardians, The			5	0	0	...		
Broan, Mr.			20	0	0
Brooke, Miss			20	0	0	...		
Broomhill Institution for the Blind, Sheffield Committee (per Wm. Wood, Esq.)			20	0	0	...		
Brown, Mr.			10	0	0
Budden, Mr.			3	0	0
Bull, Mr.			20	0	0
Carr, Wm. J., Esq.			28	0	0
Charity Organisation Society :—									
Bristol Committee			4	0	0	...		
Newington Committee			14	0	0	...		
Shoreditch Committee			20	0	0	...		
Amounts forward	£0	10	0	266	7	8	189	17	0

	Donations			Subscriptions			Fees		
	£	s.	d.	£	s.	d.	£	s.	d.
Amounts forward	0	10	0	266	7	8	189	17	0
Child, Sir Smith, Bart.			5	0	0	...		
Clark, Willington, Esq.			1	1	0	...		
Clowes, Miss Fanny			1	1	0	...		
Collins, W. C., Esq. (per Charity Organisation Society)			2	2	0	...		
Colven, Mrs. O. H.			0	10	0	...		
Coombes, Mrs.			24	0	0
Cornwall, Mrs.			4	0	0
Cree, Rev. E. D.			7	0	0	...		
Criswick, Miss			4	10	0	...		
Cranbrook Guardians, The			13	0	0	...		
Crowder, A. G., Esq.			206	4	6	...		
Cure, Rev. Canon, M. A.			10	0	0	...		
Currie, Mrs.			5	0	0	...		
Dakin, H., Esq.			1	1	0	...		
Daw, Mr.			4	8	6
Dearsley, Mr.			20	0	0
Dibley, George, Esq.			1	1	0	...		
Doggett, Mr.			15	0	0
Dorman, C., Esq.			1	1	0	...		
Dudgeon, Dr.			80	0	0
Dundee Institution, Directors of the (per R. B. Ritchie, Esq.)			60	0	0	...		
East, K., Esq.			16	0	0
Edinburgh Committee, The (per J. P. Coldstream, Esq., W.S.)			30	0	0	...		
Farrar, Rev. C. D.			6	0	0	...		
Faversham Guardians, The			10	0	0	...		
Fawcett, Mrs. Henry			7	2	0	...		
Feast, Mrs.			12	0	0
Fell, Mrs.			1	1	0	...		
Field, Mrs.			10	0	0	...		
Fisher, Rev. F. W.			10	10	0	...		
Fleming, Rev. Canon			50	0	0	...		
Fleming, Rev. T. S.			19	17	6	...		
Flindall, Mrs.			8	0	0
Ford, F., Esq.			1	1	0	...		
Fountain, Mrs.			10	0	0
"Friend"	1	0	0	...			...
"Friend, A"	20	0	0	...			...
Fulham Guardians, The (per Major- General White)			10	0	0	...		
Gardner Trustees, The (Scholarships):—									
College			3400	0	0	...		
Preparatory School			500	0	0	...		
Technical School			600	0	0	...		
Special Cases			84	0	0	...		
Garrett, Miss			24	0	0	...		
Gill, Mrs.			3	0	0
Gilmore, Miss			26	0	0	...		
Glasgow Committee, The (per Wm. Auchincloss Arrol, Esq.)			312	8	0	...		
Amounts forward	£21	10	0	5686	18	8	385	6	6

	Donations			Subscriptions			Fees		
	£	s.	d.	£	s.	d.	£	s.	d.
Amounts forward	21	10	0	56	86	18 8	386	5	6
Goodday, A., Esq.	3	10	0
Goodrich, The Misses	1	1	0	...	...	...
Goodwin, Mr.	3	0	0
Goulburn, Miss (the late)	10	0	0	...	...	...
Graham, Harry R., Esq.	9	0	0	...	...	...
Greenwich Guardians, The	10	8	0	...	...	...
Griffiths, Thomas, Esq.	26	0	0
Haller, George R., Esq.	61	10	0
Halsey, Rev. Joseph	1	1	0	...	...	...
Halsey, Mrs.	1	1	0	...	...	...
Hamilton, F. A., Esq.	5	0	0	...	...	...
Hancox, Mrs.	20	0	0
Hardebeck, C., Esq.	60	0	0
Hardwick, Miss	2	0	0	...	...	...
Harper, Mr.	9	0	0
Hart, Mr.	10	0	0
Hartley, Rev. Alfred O.	7	0	0	...	...	...
Heaton, Wm. H., Esq.	2	0	0	...	...	...
Hemmings, Mrs.	5	5	0	...	...	...	...	...	...
Hetherington, Mr.	60	0	0
Hilton, Mrs.	14	0	0
Hollins, James, Esq.	0	10	0	...	...	...	...	...	...
Holloway, Geo., Esq., M P	5	0	0	...	...	...
Hope, Dr.	60	0	0
Hooper, Rev. H.	4	10	0	...	...	...
Hornbye, Miss	10	10	0	...	...	...
Horne, E., Esq.	2	0	0	...	...	...	...	...	...
Horniman, F. J., Esq.	2	2	0	...	...	...
House, Mrs.	1	10	0
Howard, Miss	10	0	0
Huddersfield Home Teaching Society	20	0	0	...	...	...
Humphry, Mrs A. P.	6	0	0	...	...	...
Hutton, Mr. S.	4	0	0
Hyde, Mr.	28	0	0
Jackman, James C., Esq.	60	0	0
Jackson, Miss (per Miss McAnally)	1	1	0	...	...	...
James, Mrs.	4	10	0
Jarvis, Mrs.	3	0	0
Joseph, Miss	1	1	0	...	...	...
Kennedy, Rev. R.	21	0	0
King, Mrs.	26	0	0	...	...	...
King, Mrs. Wm.	1	0	0	...	...	...
Kinnaird, Miss (per Miss A. E. Ridley)	5	0	0	...	...	...
Kurtz, A. G., Esq.	2	0	0	...	...	...
Kuyper, Mr.	1	10	0
Laing, Mrs. (per Sister Frances)	19	0	0	...	...	...
Lander, Mr.	28	19	0
Lang, Mrs. G. M.	1	1	0	...	...	...
Lankester, Rev. C.	20	0	0	...	...	...
Layton, Alfred Thomas, Esq.	10	10	0	...	...	...	...	...	...
Layton, Mr.	11	0	0
Amounts forward	£39	15	0	58	59	14 8	889	14	6

	Donations			Subscriptions			Fees		
	£	s.	d.	£	s.	d.	£	s.	d.
Amounts forward	39	15	0	5859	14	8	889	14	6
Leeds School for the Blind, The Com- mittee of	5	0	0	...	...	...
Leggatt, Miss F. C.	12	7	6	...	...	...
Lewisham Guardians, The	20	0	0	...	...	...
Littleton, The Hon. Mrs.	2	13	4	...	...	...
Lloyd, Miss E. J.	5	0	0	...	...	...
Longhurst, Mr.	20	0	0
Lucas, Mrs.	7	0	0
Luxton, Miss	10	0	0	...	...	...
Lyde, Mrs. Ames	14	0	0	...	...	...
Mace, Mrs.	40	0	0
Macmillan, Mrs.	1	1	0	...	...	...	5	8	0
May, Mr.
McAnally, Rev. D.	1	1	0	...	...	...
McAulay, Rev. A.	1	1	0	...	...	...	...	...	...
McKean, Hugh	1	1	0	...	...	...
Medwin, Mrs.	1	0	0	...	...	...
Meiklejon, Mrs.	3	0	0
Mills, F. C., Esq.	6	0	0	...	...	...
Mines, Rev. C. A.	40	15	0
Minns, Mrs. (per Miss A. E. Ridley)	3	0	0	...	...	...
Mirylees, Mrs.	1	1	0	...	...	...
Mitchell, Mr. G. A. (two years)	2	2	0	...	...	...
Morgan, W. Pritchard, Esq.	1	0	0	...	...	...
Morison, Mrs.	4	10	0
Morley, Miss	1	1	0	...	...	...
Moullin, Mr. A. D.	3	10	0
Murdoek, Thomas, Esq.	60	0	0	...	...	...
Napper, Mr.	3	10	0
Neame, G. F., Esq.	2	2	0	...	...	...
Newman, Alfred, Esq.	0	10	6	...	...	...
Newman, Mrs.	18	0	0
Newmarch, Miss	19	10	0	...	...	...
Newark Guardians, The	20	0	0	...	...	...
North Staffordshire Home Teaching Society	9	0	0	...	...	...
Nuneaton Guardians, The	20	0	0	...	...	...
Page, Mrs.	1	15	0
Patriotic Fund, Royal Commissioners of the	14	18	11	...	...	...
Paul, Mrs.	2	0	0	...	...	...
Pennington, Mrs. (per Rev. G. Dobree)	6	0	0
Petter, G. W., Esq.	1	1	0	...	...	...
Phillips, Alfred, Esq.	1	1	0	...	...	...
Phillips, Miss F. M. (per Charity Or- ganisation Society)	2	0	0	...	...	...
Pike, Miss, and Friends	8	10	0	...	...	...
Plaisted, Mrs.	39	10	0
Plant, Miss	10	0	0
Pontigny, V. de, Esq.	1	0	0	...	...	...
Potter, Mrs.	5	0	0
Amounts forward	£41	17	0	6107	14	11	1097	12	6

	Amounts forward	Donations			Subscriptions			Fees.		
		£	s.	d.	£	s.	d.	£	s.	d.
Powell, G. T., Esq.		41	17	0	6107	14	11	1097	12	6
Preedy, Mr.		...			1	1	0	...		
Price, Mr.				60	0	0
Pullen, Mr.				24	10	0
				5	0	0
Ransley, Mr.				4	16	9
Rebbeck, Mr. John				5	0	0
Rowe, Mrs.				2	5	0
Salkeld, Mrs.		...			6	0	0	...		
School Board for London		...			300	0	0	...		
Schuster, Miss F. E.		...			35	0	0	...		
Schuster, Mrs. J. H. (per Miss A. E. Ridley)		...			2	0	0	...		
Self, Mr.				15	15	0
Sbaen, Miss		...			20	0	0	...		
Sharp, Mr. W.				10	0	0
Shaw, Mrs.				20	0	0
Simmonds, Mr.				14	0	0
Smith, Dudley, R., Esq.		15	0	0	...			...
Smith, F. L., Esq.		...			1	1	0	...		
Smith, Mr. Sydney E.				9	10	0
Smith, Mrs. Compton		...			1	0	0	...		
Southsea Institution for the Blind, Committee of (per General White).		...			14	0	0	...		
Spicer, Edward, Esq.		...			2	0	0	...		
Spicer, Mrs. J. H.		...			1	0	0	...		
Spicer, Wm. Gage, Esq.		...			3	0	0	...		
Spratt, Vice-Admiral, Thos. A. B., C.B.		...			9	0	0	...		
Squire, Mrs. Carter		...			3	0	0	...		
St. Mary, Islington, Guardians, The		...			34	17	5	...		
St. Pancras Guardians, The		...			64	13	4	...		
Strickland, Mrs.				10	0	0
Stroud Guardians, The		...			5	0	0	...		
St. Saviour's Guardians (Surrey), The		...			30	16	8	...		
Taylor, Rev. Robert		...			1	1	0	...		
Tebb, Wm., Esq.		...			2	2	0	...		
Temple, Mrs.		...			20	0	0	...		
Thompson, John, Esq.		...			14	0	0	...		
Thorburn, Mr.				30	0	0
Townsend, Rev. W. J.				25	0	0
Trafford, Mrs.				35	0	0
Tubbs, Mrs.		...			1	1	0	...		
Tupper, John, Esq.		...			60	0	0	...		
Turner, Mr.				25	0	0
Tynemouth Guardians, The		...			10	0	0	...		
Tyson, Mrs., and Miss (per Mrs. McAnally)		...			2	2	0	...		
Verney, Mrs.		...			20	0	0	...		
Vickers, Mr.				4	6	0
Viney, E., Esq.		...			1	1	0	...		
Wainwright, Miss		...			20	0	0	...		
Amounts forward		£56	17	0	6792	11	4	1397	15	3

	Donations			Subscriptions			Fees		
	£	s.	d.	£	s.	d.	£	s.	d.
Amounts forward	56	17	0	6792	11	4	1397	15	3
Wandsworth and Clapham Guardians, The			23	18	4	...		
Warrilow, Mrs.			20	0	0
Watling, Mrs.			4	10	0
Welch, Mrs.			2	2	0	...		
Western, Miss			20	0	0	...		
Westminster, His Grace the Duke of, K.G.			60	0	0	...		
Wheler, Lady			2	0	0	...		
Whitehouse, Mr.			0	10	0
Whiteside, Mr.			14	0	0
Wiggin, Miss			2	2	0	...		
Wiglesworth, Miss			1	1	0	...		
Wilkinson, Mrs. (per Mrs. McAnally)			0	5	0	...		
Williams, Miss C. E.			1	0	0	...		
Willy, Mr.			20	0	0
Wilmot, Arthur Esq.			1	1	0	...		
Wilson, Edward Esq.			10	0	0	...		
Wilson, Mr. J. J.			20	0	0
Winkworth, Mrs.			30	0	0	...		
Winter, Miss			7	0	0	...		
Woods, W. Fell, Esq.			0	10	0	...		
Wright, Miss Alice M.			2	0	0
Yardley, The Misses			0	10	0	...		
Total	£56	17	0	6954	0	8	1478	15	3

*Amounts Subscribed toward the***“FAWCETT MEMORIAL PLAYGROUNDS.”**

	£	s.	d.
A Friend - - - - -	10	14	6
Alpha - - - - -	150	0	0
Armitage, T. R., Esq., M.D. - - - - -	300	0	0
Arrol, Archibald & Sons, Messrs. (per Wm. Auchincloss Arrol, Esq.) - - - - -	25	0	0
Barclay, A. C., Esq. (per C. O. S.) - - - - -	100	0	0
Brown, J. Clifton, Esq. - - - - -	5	0	0
Bruford, George, Esq. - - - - -	10	0	0
Burt, Miss - - - - -	1	0	0
“C. A. M.” - - - - -	10	10	0
Campbell, James A., Esq., L.L.D., M.P. - - - - -	25	0	0
Campbell, J. & W., Messrs. (per Wm. Auchincloss Arrol, Esq.) - - - - -	20	0	0
Carmichael, Miss (per Rev. J. Caulfield Willcocks) - - - - -	10	0	0
Cave, L. T., Esq. - - - - -	5	0	0
“C. B.” - - - - -	2	0	0
Chambers, Miss C. E. - - - - -	1	1	0
Clerk, G., Esq. - - - - -	1	1	0
Clifton, Mr. A. - - - - -	1	1	0
Coats, J. & P., Limited, Messrs. (per Wm. Auchincloss Arrol, Esq.) - - - - -	50	0	0
Concert, Half Proceeds, (per R. Canham, Esq.) - - - - -	5	12	8
Concert at Christ Church (Rev. Newman Hall's) - - - - -	31	16	10
Crimp, J., Esq. - - - - -	0	10	6
Denton, Mrs. - - - - -	0	12	6
Derby, Countess of - - - - -	5	0	0
Dohinson, Miss J. E. - - - - -	5	0	0
Du Bois, The Misses - - - - -	1	1	0
“E. A. M.” - - - - -	0	5	0
“E. B.” - - - - -	1	1	0
Eccles, Miss - - - - -	10	0	0
Elphinstone, Miss - - - - -	2	0	0
Ewing, Sir Achibald Orr, M.P. (per Wm. Auchincloss Arrol, Esq.) - - - - -	10	0	0
Ferrie, Mrs. - - - - -	0	10	0
Fitz Hugh, A. J., Esq. - - - - -	2	2	0
Fitz Roy, Major and Mrs. Cavendish C. - - - - -	10	0	0
Fitz Roy, Mrs. Charles - - - - -	2	0	0
Flower, Mrs. Wickham - - - - -	2	2	0
Fordham, C. King, Esq. - - - - -	1	0	0
Franks, Miss S. A. - - - - -	1	0	0
Frost, Dr. - - - - -	0	10	6
Griffin, C. E., Esq. - - - - -	0	5	0
Hanhury-Tracey, Hon. and Rev. Edward - - - - -	3	3	0
Hassard, John, Esq. - - - - -	1	0	0
Hawke, Richard, Esq. - - - - -	10	10	0
Head, Mrs. Alfred - - - - -	10	0	0
Heathcote, Rev. Canon G. - - - - -	10	0	0
Higgs, James, Esq. - - - - -	1	1	0
Hobhouse, Arthur F., Esq. - - - - -	1	1	0
Holland, Colonel - - - - -	5	0	0
James, Mrs. - - - - -	1	0	0
Jervis, Colonel - - - - -	1	1	0

	£	s.	d.
Johnson, Rev. James	1	0	0
"J. S. B."	0	5	0
Kerr, John James, Esq. (per Wm. Auchincloss Arrol, Esq.)	10	0	0
Lambert, W., Esq.	3	3	0
Lawson, Mrs.	1	0	0
Littlewood, W. K., Esq.	1	0	0
Luscombe, Mrs.	1	1	0
Lyttleton, Hon. G. W. Spencer	10	10	0
Mackinnon, P., Esq.	20	0	0
MacLennan, Mr. Councillor James (per Wm. Auchincloss Arrol, Esq.)	10	0	0
Malabari, Mr. B. M. (of Bomhay), (per Miss E. A. Manning)	2	10	0
Marshall, C. & A., Messrs.	0	10	0
Mocatta, F. D., Esq.	30	0	0
Montefiore, Jacob, Esq.	10	0	0
Morgan, J. S., Esq.	50	0	0
"M. C. F." and "A. J. F."	0	7	6
Napier, James A., Esq. (per Wm. Auchincloss Arrol, Esq.)	25	0	0
Newnham, Miss	1	0	0
Nutt, R. W., Esq.	2	2	0
Pepys, Lady Emily	1	0	0
Phipps, Miss A.	0	10	0
Portman, Hon. E. B.	10	0	0
Saville, Miss F.	5	0	0
Scotland, Lieut.-Colonel	2	2	0
Scott, S. R., Esq.	5	5	0
Sharpe, Mrs.	1	0	0
Smith, Dndley R., Esq.	10	0	0
Smith, Miss Flora	2	2	0
Snow, Col. R. T. (per C. O. S.)	5	0	0
Stirling, Captain and Mrs.	5	0	0
Strange, Miss Louisa	0	10	0
Thesiger, Hon. Edward P.	10	0	0
Travancore, His Highness the Maharajah of	10	0	0
Vane, Mr. and Mrs.	2	0	0
Vernon, Hon. W. W.	2	0	0
"V. A. W."	1	0	0
Warrington, Miss Lavinia A.	100	0	0
Watson, Sir James (per Wm. Auchincloss Arrol, Esq.)	5	0	0
West, Col., the Hon. Wm. Sackville	5	0	0
West Croydon Congregational Church, Collection at	13	10	0
Western, Edward Y., Esq.	10	10	0
Western, George A., Esq.	10	0	0
Westminster, His Grace the Duke of, K.G.	300	0	0
White, Frederick Mcadows, Esq., Q.C.	5	0	0
White, J. Camphell, Esq. (per Wm. Auchincloss Arrol, Esq.)	25	0	0
Winkworth, Mrs.	10	0	0

National Fawcett Memorial Committee

1,600 0 0
1,682 16 5

£3,282 16 5

SUMMARY OF EXPENDITURE.

By Purchase of Land in 1886	£2,514 14 0
„ Removal of Girls' Gymnasium laying Skating Rinks,	
Planting out Grounds, etc.	768 2 5

£3,282 16 5

THE CORPORATION OF LONDON AND CITY COMPANIES.

Total amounts subscribed from March, 1872, to December 31st, 1886

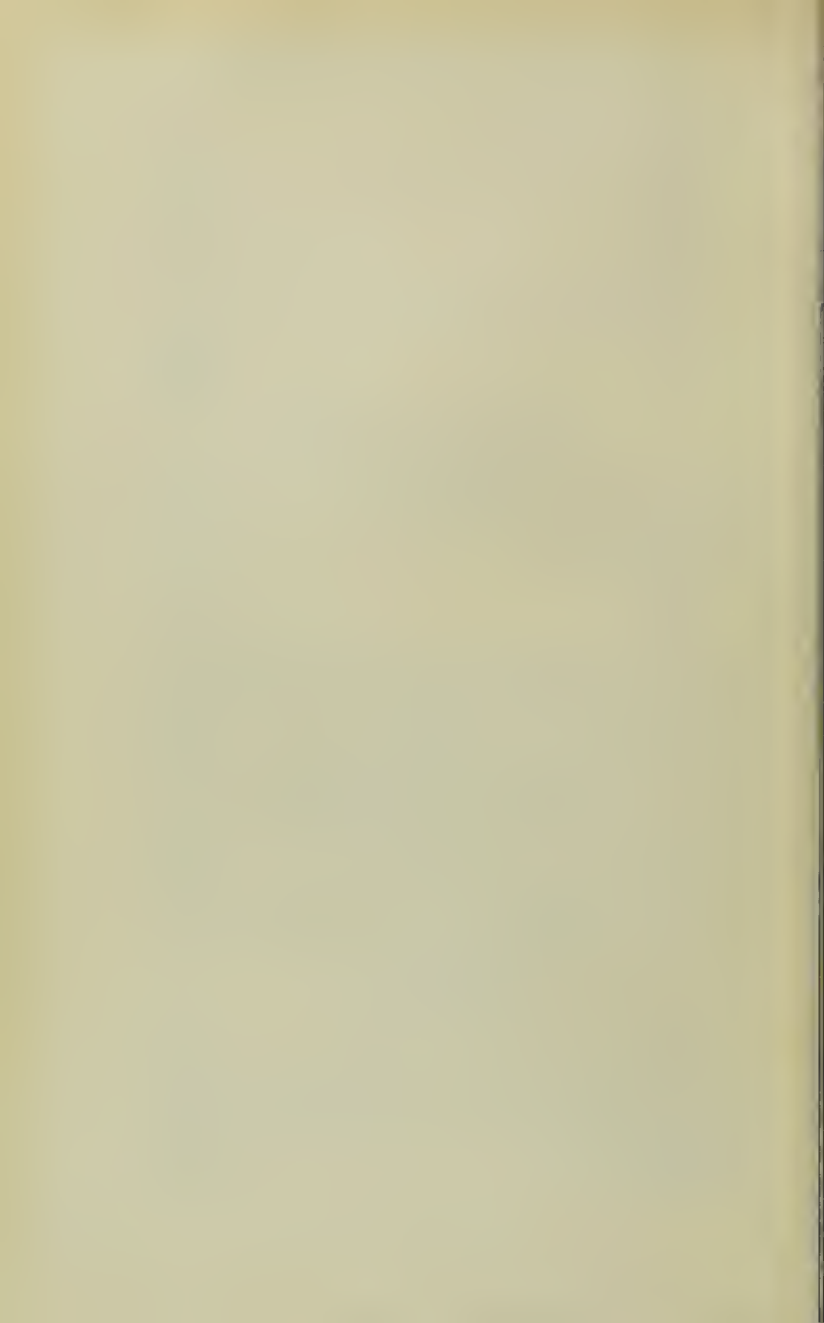
	£	s.	d.
Corporation of the City of London	210	0	0
The Worshipful Company of—			
Armourers and Braziers	14	14	0
Carpenters	50	0	0
Clothworkers	1260	0	0
Cordwainers	52	10	0
Cutlers	10	10	0
Drapers	126	0	0
Fishmongers	410	0	0
Goldsmiths	250	0	0
Grocers	400	0	0
Leathersellers	136	10	0
Mercers	157	10	0
Merchant Taylors.	126	0	0
Saddlers	10	10	0
Salters	15	15	0
Skinner's	83	0	0
Vintners	63	0	0

SCHOLARSHIP COMMITTEES, ETC.

Belfast Association for Employment of Industrious Blind, The Committee of	4	0	0
Bradford Ladies' Committee, per Miss A. E. Holloway	135	0	0
Bristol Committee, per Wm. Harford, Esq.	662	15	7
Broomhill Institution for the Blind, Sheffield, The Committee of the	125	0	0
Charity Organisation Society—			
Newington Committee	66	10	0
Paddington	11	2	0
Poplar	13	0	0
Shoreditch	70	0	0
St. Olave's	8	0	0
St. Pancras	7	0	0
Croydon Ladies' Committee, per F. Foss, Esq., & John McDonald, Esq.	55	0	0
Croydon Home Teaching Society, per Miss Barton	27	15	0
Dundee (Directors of Dundee Institution), per R. B. Ritchie, Esq.	737	10	0
Edinburgh Committee, per J. P. Coldstream, Esq., W.S.	1583	11	0
Glasgow Committee, per William Anchincloss Arrol, Esq.	5472	1	0
Grecnock Committee, per F. D. Morrison, Esq.	125	0	0
Hants and Isle of Wight School for the Blind, The Committee of the	86	0	0
Henshaw's Blind Asylum (Manchester), The Committee of	126	0	0
Huddersfield Home Teaching Society, per Mrs. G. D. Tomlinson	96	0	0
Leeds Committee, per Mrs. W. J. Armitage and others	322	19	6
Liverpool Committee, per Charles Inman, Esq.	523	15	0
London School Board	600	0	0
Manchester Committee, per Joseph Sewell, Esq.	480	0	0
Norwich Ladies' Committee, per Miss Agnes Howell, Mrs. S. Gurney Buxton, and others	199	3	4
Penge and Anerley Ladies' Committee, per John McDonald, Esq.	132	10	7
Perth Committee, per James Wilson, Esq.	209	8	4
Reading Committee, per Miss Lonisa Turquand	393	11	9

LEGACIES, ETC.

Alexander, James, Esq.	200	0	0
Ashbrook, Dowager Viscountess (per Lord Monson)	45	0	0
Benson, Mrs.	500	0	0
Bradbury, Thomas, Esq.	100	0	0
Coward, Miss Ann (per Samuel Lewis, Esq.)	9	0	0
Graham, James, Esq.	500	0	0
Guadet, George Herbert, Esq., (per exors. of the late Mrs. E. Bunning)	500	0	0
Harrison, John, Esq.	3054	13	7
Staples, Peter Thomas, Esq.	100	0	0
Worsley, J., Esq.	19	19	0



ADDRESS delivered by Miss E. P. HUGHES, Principal of the Training College, Cambridge, at the Annual Meeting, held at Grosvenor House, March 1st, 1888, under the Presidency of HIS GRACE THE DUKE OF WESTMINSTER, K.G.

YOUR GRACE, LADIES AND GENTLEMEN,—I have been asked to move “That the Reports of the Executive Committee and Principal, as now read, be adopted and circulated.” I feel that my special mission here to-day is to bear testimony, as a practical teacher, to the educational value of the work which is being done at the Normal College. It is, of course, a great economic gain that blind men and women, instead of being burdens to themselves and to their relations, are helped to become self-supporting. Cut off as they must be from some of the pleasures open to us, it is a pleasure to think that they need not be cut off from the pleasure and the invigorating effect of earning their own living by honest toil. Each British subject who is capable of supporting himself adds to the safety and to the strength of the empire, and the economic aspect of the College appeals strongly to the economist, the social reformer, and the politician. But I am chiefly a teacher, and as such am more capable of testing the purely educational aspect of the College, although I am duly aware of the fact that the technical part of the work done is intimately connected with the purely educational part and I believe that Dr. Campbell’s pianoforte tuners are good, chiefly because he first tries to make them intelligent and, secondly, teaches them how to tune pianos. I hope in the immediate future England will do much for the technical education of her sons and daughters, but unless we follow the rule which is obeyed at Upper Norwood, and base our technical education on a solid substructure of general education, it will not be of much value even from a commercial standpoint. It is part of my duty as the head of a Training College to wander up and down the land and see many schools, and come across many teachers. I am always on the alert to find schools where the best methods are followed, and teachers who are in advance of the majority. I found such a school and such a teacher when I paid my first visit to Dr. Campbell at Upper Norwood. I have been

reading with great interest the Report of the College, but I think it is possible to read the Report and not realise how excellent is the educational work which is being done. I will venture to say that it may be possible even to visit the College, if one has not paid special attention to education, and scarcely be aware of the superiority of the teaching there to that of many of our schools. This is why I venture to draw your attention to the fact that certain educational principles (adopted in theory by the majority of educationalists, but by no means universally practised in our schools) are being carried out in this College for the Blind: 1st, that health is a most important factor in intellectual and moral development, and, further, that a considerable amount of physical exercise and a considerable variety of exercise is absolutely necessary for good health. You will find in the Report most interesting details about the physical education of the College. Would that the pupils of every school in England had equal advantages under this head with the blind boys and girls at Upper Norwood! Would that our pupils could regard their schools not only as a place for arithmetic, Latin, science, etc., however delightful these may be, but also places for swimming, rowing, cycling, roller skating, gymnastics, and any number of games! 2nd, that all teachers should be trained. This principle, accepted at Upper Norwood, is by no means universally accepted in our English schools, but I hope the time will come, and come soon, when parents will refuse to trust their children to teachers who have so little realised the importance and the difficulty of their work that they have dared to begin it without any special preparation. Meanwhile, it is very satisfactory that Dr. Campbell endeavours to get the best trained teachers. The 3rd principle to which I shall draw your attention is this: that teaching, to be as effective as possible, should be scientific—that is, based on principles. The teaching should be made to fit the gradually developing child's mind, and that can only be satisfactorily done by the laws which govern that development being understood and applied to the processes of teaching. This is being done at the College for the Blind to an extent which, I am sorry to say, is as yet unusual. And here I should like to make a practical suggestion that was made to me by a great educational authority. It is, of course, very comforting to think that the blind children of the less favoured classes have great educational advantages, but blindness is no respecter of persons—it falls on the children of the rich, as well as on the children of the poor; on the child of the hard-

working professional man as on that of the hard-working artisan. Frequently a man cannot afford to have a special teacher for his blind child, and it is far better, I think, that the blind child should be taught with the others and forget it is blind. I think that a well-educated lady, who understands thoroughly the principles of teaching, would soon learn, under a competent teacher, the special application of those principles under the special conditions of blindness. If I live long enough, I hope some day to arrange so that some of my own students may, if they wish, obtain this training, and thus be able to take posts in private families where there is a blind child. It was only after I had seen the scientific teaching at Upper Norwood that I thought such a plan feasible, as I saw that Dr. Campbell was simply carrying out under somewhat special conditions the very principles of teaching that I was lecturing on at Cambridge. There is another striking characteristic of the College to which I must refer, viz., the earnest, enthusiastic spirit which pervades it. That earnest enthusiasm, even without scientific knowledge, would do great good; and combined with knowledge, the effect is excellent. I have never been to the College without coming away stronger to fight against mental and moral blindness. Every one of us have ideals towards which we are ever struggling, and in the better moments of our life these ideals shine out bright and clear, but often they get blurred and faint, because of the distractions of our lives, and the pressure of the present. My ideal of a perfect school and a perfect teacher is always clearer and brighter when I have been to the Upper Norwood College, and I can pay no higher compliment to any educational establishment. It is a great work that Dr. Campbell is doing there, and in order to carry out a great work you must have excellent conditions; but, alas! excellent conditions cannot be obtained without money. I know personally what it is to have educational ideas that you cannot put into practice because of poverty, therefore I can speak feelingly on this subject, and I implore you never to allow the great work at Norwood to be hampered for want of funds. There is very much about this work which specially appeals to one's sympathies. There are some sorrows which we can scarcely realise unless we have ourselves experienced them; but the affliction of blindness is not one of these. We know that so much of the raw material of our knowledge comes by means of our eyes, and that so much of our pleasures are the result of what we see, that we are able to realise something of the loss which is the result of blindness. The very

best gift we can give to any one, and the only gift which can never pauperise, is the gift of a good education. It is specially appropriate that this should be given to those whom Providence has seen fit to place in a narrowed world. There is much in our present surroundings to carry our thoughts back to the past. All students of history must be reminded here of the great deeds done by England in the past. What will be her history of the future? Some years ago I came across a startling statement which has haunted me ever since. It is this. If you want to know something of the future of a country go to her schools and to her teachers. I thought of this, when a year ago, I visited several German schools, and saw for myself why German clerks succeeded in England. I think of it often with sadness when I walk through some of our English schools and see the laws of hygiene and of psychology disregarded, and half-educated and untrained teachers crushing out by their ignorance all desire for knowledge. I think of it gladly when I see teachers full of enthusiasm, with considerable knowledge and considerable professional skill, helping the future men and women of England to become better than we are. There is much in England at present to make patriotic English men and women sad when they think of the future. Poverty, ignorance, misery, and unrest are to be met with on every side. When I sometimes go to the East End of London this question is continually before me. Will the ignorant and the miserable wait while we, with our advantages of wealth and of education, try to solve the great social problems of the day? I cannot answer that question. But at any rate it behoves us to try and solve those problems quickly, and this is why I rejoice that the name of our illustrious chairman, associated as it is with the past history of England, is associated also with an institution like the College at Upper Norwood, an institution which is certainly doing its share in helping to make the England of the future happier, and therefore better, than the England of to-day.

REGULATIONS FOR VISITING THE COLLEGE.

Subscribers and friends who may wish to visit the College, can do so on application to the Principal. Special Visitors' Day, first Thursday afternoon in each month. Literary Classes, 3 P.M. Music, 3.30 P.M. Gymnasium, 4 P.M. Primary School, 4.15 P.M. Technical School, 4.30 P.M. Parents and friends can visit their children on the first Wednesday in each month, between 2 and 6 P.M.; at other times only by special arrangement with the Principal.

SPECIAL NOTICE.—Friends cannot visit pupils on Sunday. This rule is strictly enforced.

The College is situated at Upper Norwood. The entrance is in Westow Street, near the Crystal Palace High Level Station. An outline Map showing the position of the College, and of the different Railway Stations in the neighbourhood, will be found on the next page.

The Principal can be seen on business between 2 and 3 P.M. Tuesdays (the second Tuesday excepted); also at the same hour on the first Thursday in each month. Persons wishing to call at other times should make a special appointment.

INFORMATION FOR INTENDING CONTRIBUTORS.

Annual Subscriptions, Donations, and Legacies are earnestly requested, and will be thankfully received by the Hon. Treasurer and by the Principal, at the College.

Cheques and Post Office Orders should be crossed, and may be drawn in favour of the Hon. Treasurers or the Principal, F. J. Campbell, Esq., LL.D., Royal Normal College, Westow Street, Upper Norwood, S.E.

The Principal of the College will be happy to furnish further information, and to forward copies of this Report and various papers to all who may be willing to assist in bringing its claims under the notice of the public.

FORM OF BEQUEST.

The following Form of Bequest is recommended to any one who may feel disposed to assist the Institution by Will:—

‘I give and bequeath, out of such part of my personal estate as may lawfully be applied for that purpose, the sum of*

free of Legacy duty, to the ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND, situated at Upper Norwood, Surrey; and the receipt of the Treasurers of the said Institution for the time being shall be a good discharge to my executors for the same.’

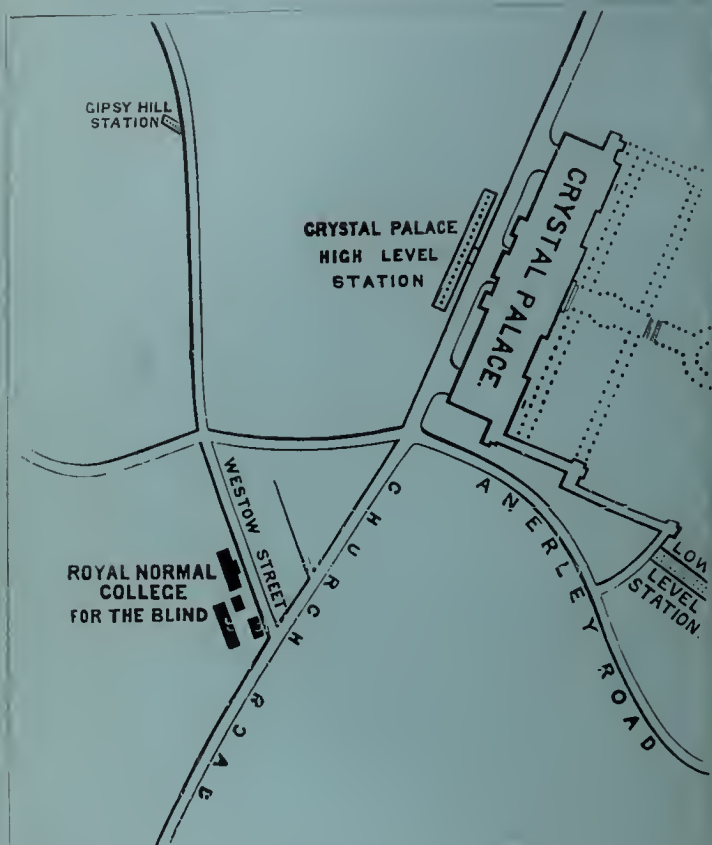
N.B.—Devises of land, or of money charged on land, or secured on mortgage of lands or tenements, or to be laid out in lands or tenements, or to arise from the sale of lands or tenements, are void; but money or stock may be given by Will, if not directed to be laid out in land.

The Will or Codicil giving the Bequest must be signed by the Testator in the presence of two witnesses, who must subscribe their names in his presence and in the presence of each other.

* This sum to be expressed in words at length.

OUTLINE MAP

Showing the Position of the College at Upper Norwood, and of the Railway Stations in the Neighbourhood.



THE PUBLIC ARE CORDIALLY INVITED TO VISIT THE COLLEGE,

Regulations for Visitors may be found on the 3rd page of the Cover of this Report.